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ABSTRACT

This three-part monograph on human resource development is intended for counselors who wish to translate their counseling skills and experience to work with business and industry. Part I presents an overview of the field of human resource development (HRD) emphasizing the counselor as an HRD professional. Chapter I discusses the application to business of concepts used by the counselor in one-to-one counseling, and elaborates key HRD components, i.e., career planning and development, training and development, and employee assistance programs. Chapter II discusses organizational climate, defining factors that contribute to it, formal and informal assessment, and organizational climate and corporate readiness for HRD. In Part II, the three HRD components briefly described previously are examined in detail as transition points to business and industry for counselors as HRD professionals. Part III examines the consequences of ineffectively maintaining or caring for the human resources in a business setting. Burnout, viewed as the long-range consequence of not implementing HRD activities, is covered from the counselor's point of view through emphasis on assessment of burnout, its causes and costs, and methods to prevent both individual and corporate burnout. The conclusion examines HRD trends and training in relation to those in the counseling profession. (MCF)

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COUNSELING & HUMAN RESOURCE DEVELOPMENT

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Robert L. Smith and Garry R. Walz

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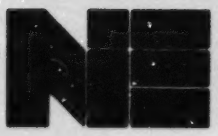

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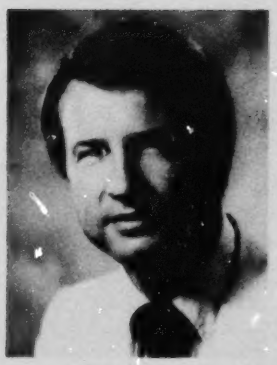

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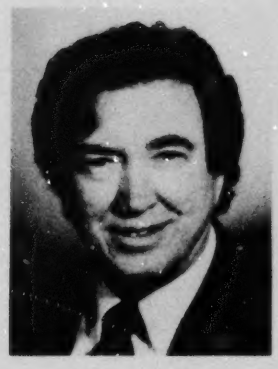

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PREFACE

Wherever one turns today--business, industry, government or education--there is a new recognition of the importance of individuals to the effectiveness and success of organizations. Increasingly, the people in any organization are seen as resources to be carefully nurtured and developed, not shifted around between slots. As the information society becomes more of a reality, there is a new recognition that it is the insights and skills of individual people that are crucial to the competitiveness and effectiveness of an organization. People are human capital and how well an organization manages and develops that capital will determine, to a great extent, the bottom-line productivity and effectiveness of that organization.

This new recognition of the importance of human resources provides new opportunities for counselors to utilize their skills and knowledge. Their insights into human development and behavior, along with their ability to help people plan and make decisions, can be extremely valuable contributions to organizations. This monograph is addressed particularly to those counselors who wish to translate counseling skills and experience to work with business and industry.

To the counselor ready to undertake a program of personal renewal and development through the acquisition of new skills and knowledge, the opportunities are great. While the know-how the counselor can bring to the field of human resources is large, further development and refinement is needed. In this monograph we hope to provide counselors both with a better understanding of the field of human resources management and development, as it is now practiced in business and industry, and also with specific suggestions about how and where they may contribute. Becoming effective practitioners in the human resources field may involve minor or major readjustments, depending on the individual counselor, but it is our hope that readers will become excited by the opportunities and the potentialities for working in this area, as well as aware of the additional knowledge and skills necessary for truly effective contributions.

To counselors thinking about working in this area, and to those who are already actively involved, we extend the invitation to share your reactions to what we have written. It is our goal in ERIC/CAPS to be at the forward edge of the

knowledge base. We wish to be able to provide relevant resources to people when they need them. This volume is intended to be part of that forward edge and to assist counselors who are making that movement intellectually and occupationally. We would welcome hearing from you about how helpful this monograph has been.

We would also like to acknowledge, in closing, the assistance of Michelle Mika DeAtley in preparing this monograph for publication.

Garry R. Walz
Robert L. Smith

PART I: INTRODUCTION

This part introduces the reader to the field of human resource development (HRD), emphasizing the counselor as a human resource development professional. Chapter I discusses the application to business of concepts utilized by the counselor in one-to-one counseling; it also covers key HRD components. Chapter II examines the organizational climate in order to assist the counselor in the implementation of HRD activities. An accurate assessment of the business climate is particularly crucial to the counselor's effective functioning as an HRD professional.

CHAPTER I
COUNSELING AND HUMAN RESOURCE DEVELOPMENT

Introduction

Trained counselors as human resource development professionals can successfully impact the industrial setting. Organizations as well as people can be positively affected by the skills of the counselor employed and trained in human resource development. Although counseling in the twentieth century is still viewed mainly as a one-to-one helping function, there are a number of counselor training programs interested in preparing counselors for the corporate setting. There are also a large number of counselors interested in this preparation and the opportunity to work in the organizational mileau. Interestingly enough, the organizational practices, policies and workforce specifics are not unfamiliar to many counselors, even though most counselors would at first tend to think this is not true. In order to illustrate the above point, the next few pages discuss concepts quite familiar to trained counselors and examine them in light of the corporate setting.

Developmental Stages and Corporate Life Cycles

Most trained counselors and human service professionals are well-versed in studies which focus on the developmental stages of the individual. In the area of career planning, for instance, it is mandatory that trainees study the developmental stages articulated by Super, Ginzberg and others. Knowledge of these stages is important if one is to assess individual development. Knowledge of developmental stages can often serve as a guide to what "typically" may be around the corner for a person. As an example, theorists talk about birth, growth, exploration, transition, maintenance, and decline stages as related to one's career development. Each stage has common characteristics that are unique and well-defined. A person in the transition stage may be experiencing anxiety while determining his/her future in a company and evaluating opportunities. This is an important time in one's life, and what happens at this stage will determine whether one stays in the employing organization or even in the same career field. If the transition is smooth, the individual moves to the maintenance stage and develops a sense of security within his/her work life.

Corporations have life cycles just as individuals have life stages. Counselors and human resource development professionals can easily utilize their knowledge about developmental stages to assess an organization's life cycle. Table I demonstrates the basic life cycles of corporations. When comparing this table with the individual-developmental stage literature, one quickly recognizes the similarities. Companies do grow, evolve, change and develop in a manner similar to an individual's development and growth process.

In the early growth stage, the company has few formal rules and procedures. Everyone is contributing to the organization and wants success. People pitch in and do the work. Individuals in the company are not concerned about doing a variety of jobs, and specialization is not an issue. There is excitement and enthusiasm about the newness and the potential of the company. Working hours are often long in order to keep things running smoothly. In general, morale is high because everyone is playing a key role and communication is constant. The organization is small and people identify with the company. There is a positive climate within the young company. Individuals are interested in moving forward as the company develops and grows. Positions are not clear cut, minimizing the need for an organizational chart. The workers "do what has to be done" in order to survive. Face-to-face communication is common, and relationships are personal in nature. Despite being a hectic growth time, there is a sense of togetherness.

As the company grows, a more defined organizational structure evolves. At Stage II, the company feels a need for an organizational chart. The company is successful, more people are employed, and specialties begin to develop. In Stage I employees were not concerned about performing a variety of duties, but with the press of time, specialized functions begin to emerge. As the company grows, rules are established. Formalized procedures are developed as a way to manage the company's growth. Compartmentalization takes place and communication systems become formal in nature.

Stage III of the company life cycle is crucial to the organization's long-term survival. This stage represents a transition. The company has reached its full growth in response to its initial goals and objectives. People are in place and policies are set. Where the company will go from here depends on the creativity and flexibility of management. History shows that many companies have chosen to

Table I

The Organizational Life Cycle—

From Birth to Decline

Stage I	Stage II	Stage III	Stage IV
Relationships are personal	More definite organizational structure	1) In this early phase, a balance between the organization's need for coordination and integration, and the people's need for achievement, autonomy, and identification is reached.	Customary procedures prevail
Face-to-face communication	Greater formalization and structure	2) In the latter phase, this balance may change as procedures, rules and policies are emphasized.	Decline
Flexibility and adaptation	Specialty areas develop		
Personal drive is present	More rules		
Positive work climate			
Organization chart is changing			

Note. From "Maintaining Organizational Effectiveness—A Prescription for Good Health" by B. K. Scanlan, 1980, Personnel Journal, 59(5), 381-386.

stay with the status quo at this time. Such companies lose their competitive edge and decline. Some of these companies now establish layer upon layer of rules, policies, and procedures. The restrictive atmosphere stifles creativity. These

companies become miserable work environments for people. The better employees leave the company. Other employees "play the game" with the company and hang on. Some employees use anti-organizational creativity techniques just to survive. In such cases, employees purposely damage products as a way to get back at the company. As stated in Table I, this stage involves the delicate balancing of the organization's need for coordination and integration with the employees' needs for achievement, autonomy, and identification.

When companies are not able to cope with or respond to economic changes, they decline. When they fail to modify self-defeating internal procedures, they also move toward the decline stage. Many companies are defeated by their own internal policies and fall by their own accord. Some companies, like governmental agencies, are crushed by paperwork and policies. In almost every company failure, there are a multitude of unbelievably ill-advised decisions which negatively affect employees. When analyzing organizations from this frame of reference, one is not surprised to see why decline for many companies is inevitable.

Self-Defeating Behaviors of Individuals and Organizations

Individuals operate according to certain behavioral patterns that are often self-defeating in nature. Counselors working with such individuals help them to understand, clarify, modify, and change these behavior patterns. How self-defeating behaviors evolve, continue and change has been examined extensively (Cudney, 1975). Key concepts related to self-defeating behaviors have been identified by Cudney, including the following:

1. Owning. This involves recognizing that the individual is an active participant in the development and utilization of a self-defeating behavior. (In other words it is not something done to you, but something that you do.)
2. Techniques. These behaviors are the ones an individual uses in order to keep a self-defeating behavior going. For example, one way to keep procrastination going is to say, "I always work best under pressure."
3. Prices. This involves costs to an individual, to others and to society as a result of continuing a self-defeating behavior. (Prices may include loss of good relationships, promotion, job, health, etc.)

Corporate self-defeating behaviors can be analyzed according to the above concepts. Counseling and human resource development professionals can effectively analyze a company by determining what it is doing that is self-defeating in nature as related to people and production. Table II provides examples of individual and corporate self-defeating behaviors. One method to impact the corporation's self-defeating behaviors is to determine the active participants (owning concept), methods used by the company to keep the behavior going (techniques), and costs related to productivity and employee health (prices).

Table II

Self-Defeating Behaviors

Individual	Corporate
Withdrawal	Withdrawal (no marketing)
Compulsive	Compulsive (excessive policies and procedures)
Autocratic	Autocratic
Ineffective Communication	Ineffective Communication
No Boundaries with Others	No Corporate Boundaries (no policies)
Paranoid Behavior	Paranoid Behavior
Inconsistent Behavior	Inconsistent Decisions and Practices
Lack of Persistence	Lack of Productivity
Negative Thinking	Negative Work Environment

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Personal Loss and Job Loss

Counselors regularly work with people who have lost loved ones. Such times are difficult when one experiences the pain and anguish of losing a loved one. Stages of grief following loss have been well-documented (Kubler-Ross, 1969). Knowledge of the stages is helpful as the counselor works with grieving patients. They help the counselor understand where the client is and what he/she needs to go through in order to adjust and cope with the loss.

Table III examines job loss in light of the grieving process. There are definite similarities between job loss and the loss of a loved one. Both are personal in nature. There are the same strong feelings related to the loss of a job as there are to the loss of a loved one. There is denial in both cases. There is anger. In some cases illogical thoughts surface. The counseling and human resource development professional works with people who are frightened, anxious, depressed, and confused due to job loss or job demotion. Basic counseling skills and knowledge of the grieving process can be applied in such cases. In many organizations, outplacement counseling is an important part of the human resource development professional's job. In outplacement counseling, the counselor helps the individual cope with job loss, reconstruct his/her ego, prepare resumes, and develop job-seeking skills necessary for future career success.

The above three examples--developmental stages and corporate life cycles, individual and corporate self-defeating behaviors, and individual and job loss--illustrate how personal counseling skills and concepts can be applied to the corporate setting. Corporations are like people. People <u>are</u> the corporation. Counselors, in the privacy of their offices, have successfully worked with individuals by helping them develop, change, cope, and grow. Many of the same techniques work successfully when applied to the corporate setting. Within the corporate mileau, counselors are viewed as professionals working in the area of human resource development. In this new role, counselors apply their skills to the business setting. Yet, the task of shifting from education to business has not been easy for counselors. In order to make such a shift, a clear perspective of realistic options in business is necessary. These options fall under the rubric of HRD--<u>Human Resource Development</u>. The remainder of this chapter examines HRD and its components.

Table III

Coping Mechanism of Death and Dying Patients as Related to Job Loss

Grief Stages	Death and Dying Typical Statements	Job Loss Typical Statements
Denial and Isolation	"Not, not me, it cannot be true."	"This is not happening to me."
	"The x-rays are mixed up."	"There is some mistake."
	"The doctor is wrong."	"I can't believe it."
		"I'll just continue going to the office."
Anger	"Why me?"	"You won't get away with this."
	"Why couldn't it be him?"	"I'll get you back--this is unfair."
	"Don't count me dead yet, you . . ."	"You're wrong."
Bargaining	"Just give me a few good months."	"The only circumstances under which I'll go along with it are . . ."
Depression	"It's hopeless."	"I'm not going to succeed."
	"There's no sense in living like this."	"I've lost out."
		"I can't compete anymore."
	"What's the use."	
Acceptance	"Everything possible has been done."	"This happens, where do I go from here?"
	"I'll make the best of it."	"There's no sense in looking back."
		"Let's use this time wisely in preparing for other jobs."

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Human Resource Development Defined

HRD has evolved from several different disciplines with varied ideas, goals, and even philosophical beliefs. Professionals and practitioners have brought along or developed their own definition of HRD, depending on their background and training. The result has been confusing for the newcomer to the field. Leonard Nadler has helped clarify HRD with the following definition: "Learning experiences which are organized, for a specific time, and designed to bring about the possibility of behavioral change" (Nadler, 1980, p. 3). Clearly, Nadler begins to add some needed specificity to a previously vague and all-encompassing concept. By this definition, learning experiences are designed to cover a specified time frame to inspire behavioral change. HRD explained in this way should begin to sound familiar to counselors.

Another definition which has been used effectively over the last few years is that HRD "consists of programs and activities, direct and indirect, instructional and/or individual, that positively affect the development of the individual and the productivity and profit of the organization" (Smith, 1982, p. 2). This definition is the one used in this monograph. Under this definition, counselors and human service workers are seen as developing programs and activities and determining program effectiveness in terms of individual and company needs.

Programs and activities at the corporate level can be direct (face-to-face), such as career counseling, or indirect, such as teaching supervisors career counseling skills which can be applied to employees. Group instruction includes training and development programs such as communication skill-building, stress management, and performance appraisal. Counseling for job relocation, alcohol abuse, and health profiling would be more suitably performed on an individual basis. Whatever type of HRD activity, the counselor needs to balance the goals of the worker with the goals of the organization.

Major HRD Components

Major HRD components can be identified within the context of the above definition and provide further clarity to the meaning of HRD. Table IV identifies

the major HRD components by dividing them into Key HRD Components and Traditional Personnel Functions. The key HRD components of career development, training and development, and employee assistance programs are seen as the major entry avenues or transition points for counselors interested in working in business and industry. Each of the three components is examined briefly in this chapter, followed later by more extensive coverage.

Table IV

Key HRD Components and Traditional Personnel Functions

Key HRD Components

Career Planning and Development: Individual assessment, corporate assessment, succession planning and counseling.

Training and Development: Maintenance and improvement of the effectiveness of individuals and groups in the organization.

Employee Assistance Programs: Counseling for alcohol and drug abuse, career development, marriage and family, stress, and other related mental health areas.

Traditional Personnel Functions

Organizational Development: Behavioral concepts applied throughout the company.

Performance Appraisal: Long-range employee development and evaluation systems.

Compensation: Salary and fringe benefits.

Recruitment: Methods of attracting the highest quality employee.

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Career Development

Career development in business generally involves the assessment of individual skills, interests, and attitudes; the appraisal of the work environment; and the application of a decision-making strategy in determining and developing career

programs and practices. Career development is a pervasive HRD component. All members of the organization, managers and employees, are active participants in a corporate career development program. An extremely important ingredient of an effective career development program is that it is systematic and supported by top corporate management. Communicating this support to the entire workforce is essential. Although there is little evidence that companies typically are implementing a total system of career planning, the consensus is that the most effective CD programs include such a system that is integrated throughout the organization. A total system has the following characteristics:

- support of top management
- involvement of top management
- continual needs assessment
- specialized training for CD implementers
- clear policies and procedures
- career enrichment programs
- individual career counseling activities
- career group activities
- clear corporate projection
- horizontal as well as vertical career projection
- positive working relations with outside corporate settings
- built-in methods of evaluation

Programs characterized as above will have an excellent opportunity for success and long-term maintenance within the organization. These programs utilize a systems approach rather than being piecemeal in nature. The key element relating to the success of this type of program is management's level of commitment, awareness, and skills related to human resource development.

Training and Development

Training and Development (T&D) is a process designed to maintain and improve effectiveness and efficiency of individuals and groups in the organization (Mondy & Noe, 1980). This includes both technical and human proficiency. Titles such as Training and Development Specialist, Director of T&D, T&D Manager, and T&D Administrator are now held by many trained counselors working within the

organizational structure of large and small corporations. T&D programs designed to update employees' technical and interpersonal skills are essential if corporations are to expand. A large number of firms have drastically increased the scope of their T&D programs due to competition, technological changes, governmental regulations, and employee needs. The banking industry provides such an example. Bank personnel are constantly up-dating skills in utilizing new computerized technology.

At the same time, T&D programs are needed to develop employee interpersonal skills in this service industry. A study in the 1970's supported by the American Society for Training and Development (ASTD) investigated the role of training and development professionals. The study, known as the Pinto and Walker Study, identified 14 major roles and functions related to T&D. Some of the functions directly related to counseling include: individual development, planning and counseling, group and organizational development, managing working relationships and clients, needs analysis, and professional self-development. A more recent study sponsored by ASTD in 1983 defined thirteen major roles of T&D professionals and thirty-one major competencies. Again, a large number of roles and competencies were counseling related. Examples include:

- counseling
- diagnosis (needs assessment)
- conducting groups
- planning and organizing
- teaching
- evaluating
- consulting

Training and Development is an HRD activity of major importance to the corporation. It is obvious from the above that the counselor can contribute significantly to this area.

Employee Assistance Programs

The Employee Assistance Program (EAP) movement has gained substantial momentum during the past two decades. EAPs have also undergone tremendous change since the time when they were initially organized as a means to assist the

worker suffering from alcoholism. Today, EAPs use a multidisciplinary approach in reaching and helping the worker whose job performance suffers as a result of a variety of personal problems. EAP activities are concerned with the personal development of employees. They often involve counseling for alcohol and drug abuse, career planning, marriage and family, stress, and other related mental health areas. Problems in these areas adversely affect the worker's physical and mental health, employee productivity and corporate profit.

Approximately 2,000 EAPs were established in American business firms between 1972 and 1978. The major reason for the tremendous growth of EAPs is the realization of economic and social benefits of rehabilitating previously proven and trained employees rather than discharging them. EAP costs are justified by the savings of not having to hire and train new and unproven employees as current employees are lost because of personal difficulties. EAP activities are in large part direct service, involving human resource development. It has been suggested that these services will increase in future years and become more preventive and integrative in nature. This key HRD component has the potential for reaching throughout the organization, affecting employees at every level. It is the most direct avenue for counselors entering the business setting.

Summary

HRD programs in industry will continue to evolve in many directions throughout the decades ahead. Counselors as human resource development professionals can impact the evolution of HRD in business. Career development, training and development, and employee assistance programs are major HRD components. They are the most obvious points of entry for the counselor trained in human resource development. Skills developed in most counselor training programs can be applied to business and industry within the above component areas. How and when the counselor can impact a corporation will depend, in large part, on the organizational climate of the company. It therefore becomes necessary to assess factors affecting organizational climate. Chapter II focuses on organizational climate as related to the counselor as a human resource development professional.

CHAPTER II
ORGANIZATIONAL CLIMATE

The counselor's awareness and ability to assess the organizational climate of the corporation will, in large part, determine his/her eventual success in human resource development. The organizational climate found in some companies is conducive to HRD. For some organizations this climate can be characterized as open, flexible and adapting. For other organizations, the climate is characterized by secrecy, fear and restrictiveness. However the climate is characterized, we know that it will affect the psychological and physical health of the employee and the level of productivity. The organizational climate will affect the development of its human resources, including the implementation and growth of human resource development programs and practices. This chapter defines organizational climate and identifies the factors that affect it. The reader is provided with continuous information related to the assessment of the organizational climate.

The Organizational Climate: An Overview

Definition

Webster defines climate as: (1) the prevailing or average weather conditions of a place, as determined by the temperature and meteorological changes over a period of years; (2) any prevailing conditions affecting life, activity, etc.; and (3) a region considered with reference to the kind of weather prevailing there. In the context of this monograph, we are interested in the second definition. The organizational climate consists of the prevailing conditions within the organization that affect the life of employees (work and personal life) and the activities within the corporation. HRD activities are certainly shaped by the organizational climate.

Some Characteristics of Organizational Climate

The climate affects all aspects of the corporation:

- how people feel about their work
- how productive people are
- how outsiders view the company
- potential growth patterns of the company
- long-range success of the company

The climate is influenced by:

- economic conditions
- history of the organization
- purpose of the organization
- attitude and policies of the organization

Organizational climate can change as a result of:

- change in leadership
- change in economic conditions
- change in corporate purpose
- systematic self-analysis and implementation
- effective HRD activities

From the above discussion it becomes clear that organizational climate is a very comprehensive phenomenon. It is affected by many factors, and in turn it affects many facets of the corporation. Factors contributing to an organization's unique climate are discussed in the following section.

Factors that Contribute to the Organizational Climate

A multitude of factors contribute to an organizational climate. To the counselor first entering HRD, some of these factors may seem impossible to diagnose. Yet upon closer examination, certain factors can be identified which impact and, in essence, create the prevailing climate of the corporation.

Communication of Corporate Purpose and Objectives

Thousands of employees are hired each day, often with little or no knowledge of the corporation's purpose or overall objectives. This is a mistake on the part of the company that can later prove to be detrimental to the climate of the organization. Jeffrey Davidson, a management consultant with IBM Corporation, cites several reasons why it is vital that employees understand company objectives (Davidson, 1981):

1. Encourages cooperation. When employees sense they are striving for a common objective, a degree of cooperation is present. In order for this to happen employees must be familiar with the corporate objectives.

2. Promotes team spirit. Differences between divisions are reduced when overall company objectives are kept in mind. Divisions that previously may have been competing find it easier to work together as a team when overall corporation objectives are acknowledged and regularly considered.

3. Clarifies relationship with management. A climate of mistrust too often develops when management's role is not clear or is misunderstood. Employees who are unaware of corporate objectives may not understand or might even misperceive the manager's role and related activities.

4. Increases employee involvement. A commonly acknowledged rule of human behavior is: "When people are provided a role in setting objectives, their participation increases." If the company objectives are clearly understood by employees one would also expect increased participation.

An organizational climate that encourages cooperation and promotes employee participation has made great strides toward developing a healthy environment.

History of the Corporation

Corporate history contributes to the prevailing organizational climate. Some corporations have developed the reputation of doing things in a certain manner or fashion. They have a history of making arbitrary decisions, using biased hiring practices, producing inferior products, terminating outspoken employees, and resisting change. Corporations with this kind of history usually do not stay in existence for a very long time. People who have been working within an organi-

zation for many years can usually relate to the corporation's history. On the basis of past experience, they can provide insight into the informal and formal rules of the company, and can predict what will and what will not work in the area of human resource development. They are often valuable contacts for human resource development professionals.

Corporate Size and Growth

Corporate size and growth are contributing factors to the organization's prevailing climate. Small corporations often produce a close-knit family climate, characterized by togetherness, loyalty, and commitment. Although some large corporations have this same quality, many employees feel less of a cohesiveness in the megacorporate structure. As a company grows, there often develops a cohesiveness within divisions or within an individual department rather than throughout the company itself, and the organizational climate changes. A steady, stable growth pattern often produces a positive climate, whereas a no-growth pattern or decline has the opposite effect upon employees and the overall organization.

Corporate Leaders and Leadership Styles

The Chief Executive Officer of a corporation is often the architect for the organizational climate. The top executive's attitude, decisions about hiring, personal biases, energy level, warmth, perceived trust level, respect, and leadership are often the most significant factors in determining the climate created throughout the company. Generally, a healthy organizational climate has its beginnings at the top. There are exceptions to this in cases where there is minimum communication and contact between top management and company employees.

Leadership style is defined as the approach or approaches used to influence or change the behavior of others in order to accomplish organizational, individual, or personal goals. Since there are so many individual leadership theories, a comprehensive review is not possible in this paper. Yet, leadership theory can be discussed according to three broadly defined categories (Davidson, 1981). The effect that each theoretical approach has in regard to organizational climate and human resource development is self-evident.

1. Autocratic. Leaders using this style take full responsibility for decisions within the company. There is often a great amount of structure present when using this style, as workers are expected to do what they are told. When worker suggestions are made, it is made clear that all final decisions come from top management. In many cases suggestions are not encouraged.

2. Participative. Leaders using the participative style encourage individual employees with recognized expertise to take part in the decision-making process. The leader encourages active participation, but does not necessarily extricate himself or herself from the decision-making process or from making the final decision.

3. Laissez-faire. Leaders using this style are less involved with group or organizational functions. They serve as liaisons between the group, assuming that resources necessary for accomplishment are present within the organization itself.

Corporate Communication Patterns

Communication patterns found within a corporation can be used as a barometer in determining organizational climate. Table V focuses on four major factors influencing communication within a company. When management is not accessible, a climate of mystery and mistrust is often established. One-way communication limits input and reduces participation and eventual involvement of employees. Positive communication will in many cases increase loyalty and involvement. If employees feel they can communicate verbally, as well as through written messages, an open climate can be established within the organization.

Assessment of the Organizational Climate

Couselors implementing human resource development programs and practices realize the importance of accurately assessing the corporate climate. The accuracy of their assessment could be the most significant variable that determines whether HRD programs succeed or fail. As humans we assess an organization most often by our intuitive sense about the company. This is often based upon some

Table V

Communication Factors Affecting Organizational Climate

Degree of Accessibility

Is top leadership accessible? Can you get an appointment with the boss? How many secretaries or gate keepers do you need to go through before seeing the top executive?

One-Way or Two-Way Communication

Do memoranda continually come from above? Is input asked for or requested? How is input utilized if it is requested?

Positive Communication

Are positive points regarding employees and the company communicated regularly? Does top leadership and management communicate only when enforcing regulations or disciplining employees?

Versatility of Communication

Are there a number of acceptable methods of communication available, or does everything have to be done in memo or proposal form? Is informal communication encouraged, or does the boss accept only written messages?

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minute, but significant interaction with corporate people or with a policy. This method of informal assessment is briefly examined. A model for a systematic assessment, along with formal procedures used to assess the organizational climate, are covered in more detail.

Informal Assessment

One's first impression of the corporation is often the most lasting. This is similar to what psychologists have referred to as the crucial initial five minutes when we meet someone for the first time. As human beings with personal experiences, we characterize others based upon these experiences. For example, we may

relate to someone else who looks the same or has characteristics similar to the acquaintance. We look at someone's physical appearance including hair, eyes, and body shape. We examine clothing worn by the individual and judge that person accordingly. We check out the method of response and observe interaction style. We form an impression about that person which is either positive, negative or somewhere in between. This impression may be wrong, but it is often lasting.

Not unlike the above process is the formula we use to assess organizations and corporate structures. As designated in Table VI, we begin to formulate our view of a company by assessing its physical characteristics. Variables such as corporate size, building type, office space and office design are processed by the observer. Small, cramped quarters with poor working conditions certainly influence one's perception of the corporation's concern for people. We assess the interaction between employees and between supervisee and the boss. Every contact with the company, whether it is face-to-face, through the telephone, or by mail, affects our perception.

The informal assessment attributed to a corporation continues beyond first impressions. In some cases, the assessment of the company changes as a result of greater involvement and more information about the company itself. Information may provide knowledge of the company's rationale for certain policies and of a particular management style. Direct work experience within a corporation often provides the employee a chance to experience punitive rules, policies, and actions that may have been hidden during the interview or were not observable upon initial contact. One's informal assessment of the corporation and the climate may change based upon personal and environmental factors. The following assessment model should prove helpful in more accurately assessing the organizational climate of a corporation.

A Systems Assessment Model

By following certain procedures one can systematically and accurately assess the corporation and its organizational climate. In doing this, one could think of an organization as a dynamic system with growth patterns and key components. External factors such as economic conditions will affect the system's growth. Internal changes by any component within the system will, in turn, affect other components in the system. As indicated in Table VII, the first step in the model

Table VI

Informal Personal and Corporate Assessment

Initial Personal Assessment	Initial Corporate Assessment
Physical Appearance	Physical Appearance
- large, small - facial expressions - unusually shy characteristics - neat, sloppy - hair style - clothes	- large, small - type of building (old, new, modern) - clean, run-down - decorated
Interaction with Others	Interactions
- positive, negative - sincere - intelligent, ignorant - superior, inferior - degree of warmth	- positive, negative - superficial, sincere - meaningful - delegating
Person-to-Person Interaction	Person-Corporation Interaction
- positive, negative - sincere - knowledgeable, uninformed - authoritarian, democratic - caring and warmth	- positive, negative - honest - informed - directing, participating - care and warmth

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assessment program involves determining the growth stage of the organization. The next step is to examine the organizational components. The final step is to determine the interaction among the various components.

Table VII

A Systematic Model Assessment Program

Step 1. Determination of the Organization's Growth Stage
1. Beginning stage: early growth, examining.
2. More definitive, more policies and procedures.
3. Critical stage; organizational growth needs, and individual growth needs are balanced.
4. Decline.

Step 2. Examination of Corporate Components
1. Organize purpose or tasks to be done.
2. Organize human resources (all employees).
3. Formal procedures used in the organization (restrictive or facilitative).
4. Informal procedures.

Step 3. Relationship and Interaction Among Organizational Components
1. Human resources and organization's purposes.
2. Human resources and formal procedures.
3. Human resources and informal procedures.
4. The organizational purpose and formal procedures.
5. The organizational purpose and informal procedures.
6. Formal procedures and informal procedures.

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As described earlier in Table I, it is believed that corporations go through various growth stages. To review the stages: Stage I is characterized as the new corporation, headed by a group of people who initially invest time and energy into its growth. The motivation to succeed is high; the organizational chart is rapidly changing and nonrestrictive. Flexibility is present with an opportunity for one to utilize his or her talents and expertise. The organizational climate is usually energetic, open and positive in nature.

With the arrival of Stage II comes more structure and formality. Policies become established, and rules are put into place due to increased size and greater responsibility. Coordination rather than chaos is stressed, producing a more organized corporate climate. Stage III is seen as critical. It is during this stage that a final balance needs to be maintained between the open growth climate and the more restrictive organized climate. Very often it is at this stage where the company develops excessive rules and policies that start to stifle variation and growth.

The final corporate growth stage is identified as decline. When moving to this stage the corporation is on a down-turn phase. If change does not occur as an economic up-swing, leadership renewal, or new investments, the company may lose its competitive edge. When a climate allows for diversification and expression of new ideas, a company stands a greater chance of surviving and re-entering the previously described stages. Determining the organization's growth stage provides a starting point in a model for systematically assessing organizational climate.

The second step in assessing the corporation and its organizational climate involves focusing upon the components within the corporate system. The major components include:

1. The organization's purpose. Nadler and Tushman (1980) describe this as the organization's task, or the work to be done. Tasks and functions, work patterns, work arrangements, and other specific work-related activities fall within this component. The successful accomplishment of tasks and functions will determine the accomplishment of the organization's purpose.

2. The human resources. The corporation's employees are its human resources. Age, background, skill level, knowledge, attitude, and personality type are factors related to the company's human resources.

3. The formal procedures. Policies, rules, procedures, and practices set forth by the company are included under formal procedures. Since they provide a structure for employees and management to follow, formal procedures are often referred to as the glue that keeps things operating.

4. The informal procedures. Every company has a set of informal procedures that exist at various levels. Informal procedures are often created as a reaction to formal policy or management style. Informal procedures play a key role in the organization's mode of operation and in determining the organizational climate.

The interaction of the corporate components is viewed as the primary determinant of the prevailing organizational climate. Table VIII focuses upon the interaction between the organizational components. An examination of the interaction between human resources and organizational purpose is provided, along with the interaction between these two facets and the corporation's formal and informal procedures. Key points to examine during this phase of the model are:

- How do individual needs relate to the organization's purpose?
- Do organizational goals and individual goals correlate?
- Are competent individuals available to perform required tasks necessary to accomplish corporate goals?
- Are formal procedures facilitating in nature or do they interfere with task completion?
- Are informal procedures helpful or destructive to the organization?

The interactions examined above greatly affect the organizational climate. By identifying the components and by observing their interaction, an accurate assessment of the organizational climate is possible.

The systematic assessment model includes: (1) determining the corporation's growth stage; (2) identifying key corporate components (realizing the impact each component has upon the total system); and (3) assessing the interaction of key corporate components. By following this model one can quickly learn about the corporation and its prevailing climate. A measure that can provide much of this information is presented in the next section.

Table VIII

The Interaction Among Organizational Components

Fit	Issues
Human Resources/ Organizational Purpose	How are individual needs met by the organizational arrangements? Do individuals hold clear or distorted perceptions of organizational structures? Is there a convergence of individual and organizational goals?
Human Resources/ Informal Procedures	How are individual needs met by the work? Do individuals have skills and abilities to meet work demands? How are individual needs met by the informal organization? How does the informal organization make use of individual resources consistent with informal goals?
Organizational Purpose/ Informal Procedures	Does the informal organizational structure facilitate task performance or not? Does it hinder or help meet the demands of the task?
Formal Procedures/ Informal Procedures	Are the goals, rewards, and structures of the formal organization consistent with those of the informal organization?

Note. From "A Model for Diagnosing Organizational Behavior" by D. A. Nadler and M. L. Tushman, 1980, Organizational Dynamics, 9(2), 35-51.

Formal vs. Informal Assessment Measures

A systematic model to assess a corporation and its organizational climate was presented above. Much of the information obtained through this model is derived from informal methods. Informal observation and questioning are the main methods used to gather such information. There are serious criticisms regarding both of these methods. First, it takes a great amount of time to observe properly. Relevant situations stimulating an important interaction between employee and manager may not take place for months. When such an interaction does take place,

we often learn about it through word of mouth rather than by direct observation. Second, the accuracy of both observation and questioning can be criticized on the basis of reporter bias. What we perceive in our observations is certainly colored by our past experiences, expectations, and current status. When we ask employees questions, we need to examine the personal bias toward the answers obtained. Third, this method has problems with sample size. One can sample only a relatively few people within a company via direct observation and questioning. Would the same information be obtained if one spoke to different employees or had talked with a greater number of managers? When direct observation and questioning are utilized exclusively, these criticisms prevail.

It is believed that when a survey is confidentially administered, a great amount about the corporation can be accurately and quickly obtained. Allen and Dyer (1980), working with Human Resources Institute (HRI), have developed what they describe as an action-oriented survey instrument--the Norms Diagnostic Index (NDI). Said to provide information about the "organizational unconscious," it can, the authors believe, give a good indication of overall organizational climate.

The Norms Diagnostic Index provides information about seven primary scales relating to the prevailing organizational climate:

1. Performance facilitation. Measures employees' perceptions of norms relating to job performance and the importance of maintaining job performance.
2. Job involvement. Measures perceptions of goal directiveness, participation, pride, commitment and support present in the company.
3. Training. Measures orientation of new employees and whether training needs are met.
4. Leader-subordinate interaction. Measures employees' perception of supervisor's concern for their welfare.
5. Policies and procedures. Measures efficiency of policies and procedures, as well as if they are effectively communicated.
6. Confrontation. Measures methods used in confrontation and how subordinates are responded to during critical times.
7. Supportive climate. Measures the emotional support perceived to be provided by the organization. The atmosphere of cooperation is examined.

The NDI is used to gather information related to organizational climate. Measures such as the NDI provide information in a relatively short period of time from a large number of employees. Key factors affecting organizational climate may be identified with this method. Once data are gathered and factors affecting organizational climate are identified, steps can be developed to create a more conducive worker environment.

Organizational Climate and HRD

If human resource development is to become a reality, the organizational climate must be conducive to its implementation and growth. The organizational climate serves as HRD's internal support system. Without this support system, HRD activities and programs become isolated tasks that are not systematic or meaningful to managers or subordinate. There are some key dimensions that relate to whether an organization and the organizational climate is ready to establish a systematic human resource development program.

Dimensions Relating to Corporate Readiness

The organization's commitment to the development of human resources is the first and major dimension relating to corporate readiness. A supportive CEO and top management philosophy is necessary for any HRD program. Employee motivation is the second major dimension considered important in HRD planning. Employee motivation, drive, and involvement are necessary for any successful HRD program since employees are the constituents in an HRD program. The third dimension involves policies and procedures, which management can use to enhance employee motivation. If this is done, HRD programs can begin to take shape in a substantive manner. The fourth dimension involves training and development needs. The degree of technical training, managerial training, and general updating needs to be assessed. If a need is identified, training and development activities can serve as one of the core HRD components. The areas of employee recruitment, selection, and placement include dimensions important to HRD. If these areas are supportive in an effort to attract and develop top quality resources, other related HRD activities will survive and flourish. Career development and performance

appraisal are two other dimensions considered important in the implementation of HRD programs and practices. If attempts are made by management to develop equitable performance appraisal activities, to provide information about growth patterns and a knowledge of career opportunities, a supportive HRD climate most likely is in existence. The final dimension, data management, refers to the ability of the corporation to store, retrieve, and utilize positive information about the company and its human resources.

When the above dimensions are analyzed, corporations can often avoid jumping on the bandwagon and creating human resource planning programs before they are ready. Organizations need to assess their readiness prior to establishing systematic HRD programs (Mintor, 1980).

Corporate Readiness for HRD

Table IX provides a basic framework to assess an organization's readiness to establish an HRD program. Some of the dimensions discussed above are included within this method. To analyze the company's readiness, one should focus on the low-rated responses. Influential people related to each of these items must be identified. Some of the areas may be worthy of discussion with the appropriate managers.

If a company rates low on many of the dimensions, there is trouble ahead for an HRD program. Implementation is discouraged until identified issues have been resolved (Mintor, 1980). The counselor should not assume that a high score assures readiness, but rather he or she should develop strategies to maintain this climate.

Summary

Ideally, the counselor would like every corporation and organization to score well on a readiness scale for HRD implementation. Realistically, we know this will never be the case. This chapter has stressed the importance of organizational climate as it relates to the counselor in the role of human resource development professional.

Table IX

Assessment of Corporate Readiness for HRD

I. CORPORATE COMMITMENT

A. Chief Executive Officer (CEO)

1	2	3	4	5	6
very low	low	neutral	above average	high	very high

B. Upper Management

1	2	3	4	5	6

C. Employees

1	2	3	4	5	6

II. CORPORATE PHILOSOPHY

A. Open to Change

1	2	3	4	5	6

B. Concern for Human Resources as well as Technical Resources

1	2	3	4	5	6

III. CORPORATE FUTURE

A. Growth Potential

1	2	3	4	5	6

B. Diversification Capability

1	2	3	4	5	6

IV. CORPORATE T & D STATUS

A. Current Impact of T & D Coordinator

1	2	3	4	5	6

B. Budget Support for T & D

1	2	3	4	5	6

TOTAL SCORE _____ RANGE 9 - 54

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Organizational climate has been defined as the prevailing conditions within the organization that affect the life of employees (work and personal life) and the activities within the corporation. A number of factors contribute to organizational climate which are assessed through informal and formal methods. A systematic assessment model has been advocated which views the organization as a dynamic social system. Through the utilization of survey measures one can obtain feedback on whether or not the organizational cimate is conducive to HRD programs. The readiness of the corporation is crucial to HRD's eventual success. Corporate readiness is greatly influenced by the prevailing organizational climate. The counselor will obtain a headstart toward successful HRD implementation by accurately assessing the corporate organizational climate.

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PART II: TRANSITION POINTS FOR COUNSELORS

The human resource development profession is closely aligned with skills and expertise already possessed by the trained counselor. Some kev HRD components are natural entry areas to business for trained counselors. Chapters III, IV and V examine three transition points to business and industry for counselors as HRD professionals: career development in business, employee assistance programs, and training and development.

CHAPTER III
CAREER DEVELOPMENT PROGRAMS AND PRACTICES

Counselors are aware that work plays a key role in a person's life. One's thoughts, feelings, attitudes, and perception of self are in large part determined by feelings about one's career status. Recently, companies have directed greater attention to the career development process and the importance of "career" to employees. In some instances this has been a response to governmental regulations, while in others it has occurred as an attempt to alleviate personnel shortages in specialized work areas. Whatever the reason, the employee has benefited. At the very least, career development within the corporation has created an atmosphere of "company caring" for its employees by helping them plan for the future.

Comprehensive and effective career development programs in industry involve more than individual educational/career counseling or information giving. There are some major differences in career development programs found in education and CD programs implemented within the corporate structure. Career development programs now operating at the corporate level offer an intriguing avenue for counselors entering the business and industry setting.

Career Development Overview

Career development practices differ widely from company to company. The reasons for implementation also differ between organizations. There is no consensus about what career development is or should "look like" within the corporate structure. Yet, we know the importance placed upon career development. This was evidenced in a survey of 225 organizations where it was found that top priority was given to training their supervisors in the area of career development (Walker & Guthridge, 1979).

Definitions

Career development is defined as a process of human development that involves self-investigation, learning, information gathering, decision making, and

change on the part of the individual. Career development is a continual, lifelong process for employees. This does not mean that one constantly changes jobs or is regularly promoted. As a matter of fact, for the vast majority of employees this means changing responsibilities related to their present job, or learning how to do their job better or more efficiently. It is believed that everyone is basically interested in his or her career and in self-development. For some individuals, this means taking classes or attending training seminars. For others, this may be expressed through personal reading or individual self-development programs such as career counseling. Some individuals may feel lost, peaked out, or burned out in their career development. Career development is considered important to everyone despite status, situation, age, education, or salary. Career planning is viewed as a deliberate process for (Storey, 1978):

1. Becoming aware of self, opportunities, constraints, choices and consequences.
2. Identifying career-related goals.
3. Programming work, education, and related developmental experiences.

According to Storey, this requires the direction, timing, and sequencing of steps to attain a specific goal.

Career development programs are the organized, planned activities which result from organizational and employee efforts. As a result of a comprehensive career development program, the organization can determine its own needs and employees can develop in their careers.

Reasons for Career Development Programs

There are a number of rational and humane reasons for corporations to develop company-wide career development programs (Morgan, 1977):

1. Futurists anticipate that most of the jobs that will exist in the next two decades do not now exist. There will therefore inevitably be a great deal of job mobility and job change in the future.
2. The complexity of modern technologies will tend to lead to greater fragmentation and specialization of jobs. The integration of specialist activities will therefore become increasingly difficult and will demand greater generic and specialized management skills.

3. Competition for talent, especially for experience-based talent, will increase among companies and within companies because of exploding needs for specialized talent.

4. Workers will be better able to move to new and improved job opportunities because of greater affluence and mobility.

5. Modern workers expect to have greater control over their careers and their place in organizations.

6. Modern workers, especially high-level technicians and managers, are more career-aware and less company-aware.

7. Many high-talent people do not find modern corporations conducive to their development as whole persons or worthy contexts for exercising their talents.

8. Development is increasingly perceived as a lifelong activity extending beyond the individual's initially qualifying schooling and training.

Other reasons for the implementation of career development programs in industry include increased governmental involvement and intervention in employee-employer relations, increased employee stress, and technological advances (Aplin & Gerster, 1978). For example, in 1973 AT&T had to pay $15 million in back wages to women and minority groups who had been discriminated against in job assignments and promotions. Also in 1974, U.S. steel manufacturers had to pay nearly $56 million in back pay to employees whose careers had been affected by discrimination. Stress problems are also being viewed as, in large part, career related. Unclear job responsibilities, lack of feedback, meeting deadlines, and communication difficulties with supervisors are considered contributors to employee stress. Career development programs can, in many cases, avoid some of these problems, as well as respond to difficulties with technological change.

Status of CD Programs

Walker and Gutteridge (1979) reported the practices of career planning and development (CD) conducted by a sample of 225 companies surveyed by American Management Associations. The authors reported widespread support for career planning as a concept with room for improvement as related to actual practice. Respondents were asked to indicate for each practice whether they (1) were

currently applying it, (2) were planning to implement it within a year, (3) once utilized the practice but discontinued it, or (4) never applied the practice.

Table X indicates that informal counseling is a common practice. This could mean anything including briefly talking to an employee or making career/informational suggestions. Slightly over one-half the companies reported that career counseling was being conducted by supervisors. Roughly more than one-third of the companies were involved in outplacement counseling, psychological testing and assessment, workshops on communication, retirement preparation, and aptitude and interest testing. A small percentage of companies had assessment centers for career development and only a few (11.4%) of the respondents reported life and career planning workshops (Walker & Gutteridge, 1979).

Career communication practices have been reported to be widely used within the corporate structure. Table X reveals that over 70 percent of the companies communicate regularly to employees on matters relating to educational assistance, EEO and affirmative action programs, company conditions, salary administration and job requirements. Less communication took place regarding career paths or ladders.

Walker and Gutteridge also examined how career planning programs were developed. Most programs were developed internally with modification of previously existing programs. A reason for this could have been the lack of available CD program models at the corporate level for companies to use and modify for their own purposes.

Table XI indicates that many of the career planning practices have not yet had significant impact upon employees. Many of the companies surveyed had recently implemented their program and could not report global effectiveness. Walker and Gutteridge reported that a number of respondents indicated an inadequate support system for their CD programs. This is an important consideration since top management support is considered essential to the success of any human resource development activity.

Obstacles to Career Development

The above status report concerning career development points out that implementation of sophisticated programs and practices has been slower than expected. Some of the reasons for this include (Zenger, 1981):

Table X

Career Communications*

Practice	Doing	Planning	Discontinued	Never Done
Communication on educational assistance (n=223)	207 (92.8%)	9 (4.0%)	0	7 (3.1%)
Communication of EEO and affirmative action programs and policies (n=220)	191 (86.8%)	18 (8.2%)	0	11 (5.0%)
Communication on company's condition and economics (n=216)	183 (84.7%)	13 (6.0%)	0	20 (9.3%)
Communication on salary administration (n=220)	168 (76.4%)	24 (10.9%)	1 (0.5%)	27 (12.3%)
Communication on job requirements (n=217)	153 (70.5%)	41 (18.9%)	1 (0.5%)	22 (10.1%)
Communication on training and development options (n=214)	137 (64.0%)	40 (18.9%)	1 (0.5%)	36 (16.8%)
Job posting and communication of job vacancy information (n=218)	118 (54.1%)	33 (15.1%)	4 (1.8%)	63 (28.9%)
Communication on career paths or ladders (n=212)	82 (38.7%)	65 (30.7%)	2 (0.9%)	63 (29.7%)

*Base number of responses varies because of non-responses.

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Table XI
Effectiveness of Career
Planning Programs

Rating	Number of Companies	
Very effective	6	(3.0%)
Moderately effective	58	(28.6%)
Partially effective	109	(54.0%)
Very ineffective	29	(14.4%)
	n=202	(100.0%)

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1. Career planning has been a vague policy or philosophy from top management.
2. Organizational roles and responsibilities for career planning have not been clearly defined. (Managers have not seen career planning as part of their job.)
3. Career planning is often threatening to both the manager and the corporation. (It is too often perceived as "What's my next promotion?")
4. Career planning has been politically dangerous.
5. Managers have lacked career planning skills.
6. Monetary rewards for effective career planning have not been available.

These obstacles have been detrimental to the development of comprehensive career development programs in many companies. Planned implementation strategies to overcome these obstacles are discussed in the next section.

The Implementation of Career Development Programs

The systematic implementation of a career development program throughout the organization is a lengthy and complex process. If the obstacles previously discussed are not adequately addressed, CD programs will only obtain minimum success. If employees are unclear as to the purposes of career development activities, the program will not reach its goals. If top management does not demonstrate support, CD programs will be viewed as meaningless and will discourage employee participation. Career development programs that have experienced success can be helpful to HRD personnel who are in the process of organizing or expanding their own CD programs. An example of such a program is the Career/Life Planning program at Livermore National Laboratory. This program, described by Hanson (1981), consists of a series of workshops offered during working hours on a voluntary basis. Emphasis is placed upon the individual being responsible and taking charge of his or her career.

Workshops at Lawrence Livermore National Laboratory offer assistance in increasing self-awareness, developing problem-solving skills, developing information-gathering skills, recognizing opportunities for growth, and developing future plans. In addition to the workshops, programs involving individual counseling, outplacement, continuing education, rehabilitation counseling, and alcoholism counseling have been utilized.

Table XII includes many of the implementation strategies used successfully at Livermore. The first implementation strategy relates to a theme or a rationale for program incorporation. This is considered essential when relating CD plans to top management. At Livermore there were a number of reductions in professional staff due to funding decreases. Proactive planning was thus necessary from management's viewpoint, as well as from the staff's perspective.

The second strategy in Table XII identifies opinion leaders. In most corporations certain managers are viewed by others as being high-impact people. Their reasons for being in such a position may relate to many factors, including: the degree of expertise possessed by the manager, his or her visibility, the power level, length of time with the organization, or his or her relationship to the CEO or other high-level professionals.

Table XII

Career Development Implementation Strategies

1. Develop a central theme or rationale.
2. Obtain support from opinion leaders in management positions.
3. "Pilot" activities and programs prior to total implementation.
4. Maintain good communications throughout the organization, emphasizing goals, purposes and program outcomes.
5. Be cognizant of habit patterns within the organization and utilize them in program development.
6. Provide visibility for new behaviors, attitudes or change resulting from program activities.
7. Develop a voluntary CD system that does not pressure employees.
8. Keep costs low.

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The pilot approach strategy allows careful evaluation and avoids mistakes that can turn employees against the program during early stages. A strategy considered vital to the development and implementation of all newly adopted programs is the maintenance of good communication. Initially within the CD program, one may find misperceptions about the purpose, role and expected results. Open and direct communication methods will help surface these problems and avoid the subtle defeat of such a program.

Because habits of the past are difficult and, in some cases, seemingly impossible to change, Hanson (1981) recommends that CD implementors respect and work with them as a part of the program. During and following program implementation, success visibility is also considered important. Successful behavior and success cases related to CD activities should be recognized.

The last recommendations in Table XII are important from the employee's point of view and from management's perspective. Employees do not, and should not, feel pressured into career development participation. It is still believed that

the good programs will sell themselves. Self-development is considered the ideal motive related to CD participation. Little explanation is needed concerning cost. The purpose of the CD program is not to increase HRD staff. With managers and supervisors actively participating, the long range staffing needs should not become burdensome to the company.

The above implementation strategies certainly will not guarantee successful CD programs since many other variables, previously discussed, affect career development organization and growth. Yet, these strategies should be helpful because of their sound and practical nature. An important element throughout the implementation process is the systems approach. Piecemeal programs have been widely implemented with questionable impact and variable results. Kaye (1979) also recommends the importance of a systems approach to career development. In this approach all facets of the corporation are considered important and interrelated; each affects the other. This approach involves training managers and supervisors in CD practices and techniques.

A Career Development Training Model Example

The systems approach discussed above advocates involving all facets of the corporation and recognizing the interaction between the various worker groups. The corporate manager needs to be involved in this approach. Leibowitz and Schlossberg (1981) provide an example of a proposed CD program that involves the training of corporate managers.

Table XIII displays a proposed career development training program for managers. One of the obstacles to developing successful programs is misconceptions that are present concerning career planning and development. This problem is dealt with early in the training program by asking managers for their definition of career planning. One misconception (that career development means promotion) can be countered by introducing the six types of career mobility (Kaye, 1980):

- vertical
- lateral
- realignment
- exploratory research
- job enrichment
- relocation

Table XIII

Proposed Career Development Training Program

First Day

A.M. What is career planning and development?

Common misconceptions about career planning and development.

The manager's role in career planning.

Self-assessment of current strengths and skills.

P.M. Career planning and development.

Stuck vs. moving employees.

Career anchors.

Career stages.

Second Day

A.M. Career planning process model.

Communications skills presentation and practice.

P.M. Identifying career planning issues. Action strategies.

What's appropriate?

Constraints, obstacles, and reality checks.

Summary and homework.

1/2-Day Session (One or two weeks later)

Sharing of experience.

Dealing with problems.

Review of skills and model.

Additional practice and evaluation.

Note. From "Training Managers for Their Role in a Career Development System" by Z. Leibowitz and N. Schlossberg, 1981, Training and Development Journal, 35(7), 72-79.

Clear, precise definitions of career development, as those listed earlier in this chapter, would be presented in the first session. The manager's role would be discussed in relation to findings by Leibowitz and Schlossberg (1981). The nine roles of the manager in relation to career development are exemplified in the session. The following roles are emphasized: communicator, counselor, appraiser, coach, mentor, advisor, broker, referral agent, and advocate. In the training program, each role is carefully examined with examples of interchange between manager and employee being demonstrated. On the basis of the identified roles, one quickly recognizes the importance of the manager as related to the career development of employees. One also begins to realize the diversified skills needed by the manager when working with employees in the nine roles.

Any proposed career development training program needs to involve participants in the examination of their own careers. When participants personally become involved, they can more fully appreciate the importance and impact of the total program. Managers will become better career development facilitators after they have examined their own strengths and weaknesses as related to their career and career potential.

The second component of the proposed career development training program deals with concepts. One concept is the "moving" vs. "stuck" people within an organization. The "moving" people within the organization see a positive future for themselves and for the organization, whereas the "stuck" see no future. The "stuck" become psychic dropouts who are dreamers, early on-the-job retirees, and often "petty gripers" (Kantner, 1980). After reviewing the "stuck" and the "moving" concepts, managers can begin focusing on ways to help the "stuck" begin "moving."

Career anchors is a concept that identifies individual career traits according to their early interaction with their work environment (Schein, 1978). The theory is that people tend to function better in work environments that are congruent with their anchors. A questionnaire by Schein helps people identify their own anchors:

1. Technical/functional competence. A persons seeks and values technical competence. He or she resists promotion out of this role.
2. Managerial competence. A person seeks and values opportunities to manage. Interpersonal competence, analytical competence and emotional maturity are valued.

3. Security and stability. A person is motivated by a need to stabilize his or her career.

4. Creativity. In this anchor the person is motivated by a need to create something.

5. Autonomy and independence. A person seeks work situations where he or she will be largely free from organizational constraints.

When there is good fit between the anchors and the person's current work environment, high level productivity is considered possible. This same concept is used by John Holland who identifies personality types and environmental models. Holland sees certain personality types drawn to and working most effectively within certain work environments. The six major personality types discussed by Holland include:

- Enterprising
- Realistic
- Conventional
- Investigative
- Social
- Artistic

Certain occupations such as sales would attract the enterprising personality type according to Holland. Knowledge of personalities and career anchors can be helpful to the manager to assist employee career development.

The concept of career stages is considered important in the manager's assessment of employees. A number of career theorists have identified career stages that individuals move through during a lifetime. The early work of Ginzberg and Super identified career development stages. Levinson's work regarding life stages also provides insight into career planning. The basic stages common to most theorists include (Walker, 1980):

1. Establish identity. A period of exploring a variety of careers and being "introduced" into the world. Individuals at this stage are usually from the age of 10 to 20 and are formulating self-concept and career identity.

2. Growing and getting establishment. For some people this comes early in life. For others this may never occur. Usually this stage involves testing

different work, selecting and adjusting to a career path and thus becoming established in a certain line of work.

3. Maintenance and adjustment to self. During this time (age range of 35-50), one can move toward a crisis of questioning career plans and station in life. One can also accept current status and station. This is an interesting time, often filled with an assessment of life goals, questioning of self-concept, and realignment of career plans and values.

4. Decline. This stage continues to be extended and may not exist until the 60's, 70's, or 80's. Decline refers to a decrease in intense career activity. An increase in a second career or other activities outside of worklife may take place during this stage.

By understanding employees in relation to their career stage, the manager can assist in future career direction and understand obstacles that may impede future career development.

The skill development component of the training program can be one of the most beneficial experiences for managers. During this stage the manager becomes actively involved in learning communication skills considered essential in helping others in their career planning. Skills such as active listening, reflecting, clarifying, and supporting are taught. Role playing and video tapes are used effectively during these training sessions. A number of communication models are advocated, including Carkhuff's model and Ivey's microcounseling training model. Included within the skill development component of the training program is time spent with the manager in developing his or her skill in identifying the career status of employees. This means assessing the employee's career stage, his or her status of "stuck" vs. "moving" and his or her career anchors.

The training program concludes with identified action plans that are used by managers in assisting employees in career planning. Action plans are shared, brainstormed, and discussed among managers. Included is a final half-day training session, preferably 2-3 weeks following the full two-day training program. The time frame provides managers with the opportunity to utilize skills developed during the workshop, discuss success, identify problem areas, and recommend training needed to deal effectively with career development concerns that were not addressed previously.

Career Planning Activities

A comprehensive CD program in business and industry involves a variety of systematically developed activities that are intended to develop human resources within the company. Each activity has its strengths and weaknesses. According to Bowen and Hall (1977) personal planning is viewed as the most basic career development activity. Goal setting is a major part of this activity. Personal goals and organizational goals are equally considered during this process. Bowen and Hall rate this as an individual activity with minimum corporate cost. This CD activity works for the highly motivated individual, but lacks the advantage of obtaining feedback from others. Corporations encourage individual planning through the posting of job vacancies and by providing company growth patterns to employees.

There are a number of counselor-client activities that are career oriented in nature. The most basic counselor-client activity involves the use of comprehensive testing. Corporations using testing emphasize diagnosis and follow a trait-factor prescriptive approach. This approach assumes the following: (1) that individuals have unique characteristics, such as abilities, interests, and personality traits; and (2) that these unique characteristics can be accurately measured and related to tasks and functions performed in specified jobs within the corporation. The first assumption appears to be valid. People are unique and offer special skills and personal qualities to the labor market. There are also certain jobs that require specified personality traits and a certain temperament. Research related to the work of John Holland provides examples of personality types that are drawn to work environments.

The validity of present-day tests to measure specific traits is questionable, however. An even greater concern is the degree of sophistication used in the identification of traits required for specific job titles. Although a number of corporations claim to have established accurate job task and role systems, this facet of appraisal is viewed as the weakest in today's work society. When inaccurate information is obtained at this phase, other steps, such as identifying employees that match job traits, become academic.

Counseling added to testing will, in most cases, help increase the validity of assessing employees or potential employees. Test results are now checked against individual interviews. Important positive facets of an individual that often cannot

be measured by tests can be drawn out and acknowledged by the counselor. If managers are trained in CD techniques and practices, they can become the mainstay of the corporation's career development program.

Career group activities can also be effective within the corporate setting. Often group programs are conducted within corporation assessment centers. Group testing, information dissemination, and career group counseling are activities found within these centers. The assessment center serves as a place of identity for CD activities and information that can help the employee develop in his or her career field, or explore different career options.

Life planning workshops relate career development to total life development. In such workshops, whether conducted within or outside the corporation, a broader view of career development is emphasized. The workshops relate to the total person and reflect the interaction between life development and career development. The philosophy undergirding life planning workshops is that one's career is affected by all aspects of one's life, just as one's job affects every aspect of the individual.

Summary

Career development in business is a major avenue open to counselors interested in human resource development. Career development is a pervasive concept involving all aspects of the corporation and its organizational development. This chapter has focused on the importance of career development and comprehensive CD programs in the business setting. Definitions related to career development were provided with reasons for CD programs in business. The current status of career development programs in business indicated they were just beginning and often seen as piecemeal in nature. Suggestions for CD implementation were provided to help the counselor as an HRD professional develop a strategy for incorporating worthwhile programs.

CHAPTER IV
EMPLOYEE ASSISTANCE PROGRAMS

Of all the HRD components, employee assistance programs (EAPs) fit most directly with the counselor's training and expertise. EAPs, whether within or outside the company, require a professional that has the knowledge, experience, and skills of the trained counselor. A definition of EAPs was provided earlier in the first chapter; this chapter examines the growth pattern of EAPs, their essential ingredients, the importance of marketing, and the need for evaluation.

EAP Growth

EAPs have been growing at a rapid rate during the past three decades. For example (Forrest, 1982):

- In 1950 there were 50 EAPs
- In 1965 there were 230 EAPs
- In 1977 there were 2,500 EAPs
- In 1981 there were reported 5,000 EAPs

The larger corporations are typically more likely to have an identified employee assistance program. Table XIV reveals that as the companies increase in size, the percentage of EAPs in those companies correspondingly increases. The kind of EAP service offered in these companies is interesting. Ford and McLaughlin (1981) report that all EAPs offer some form of alcohol rehabilitation program and ninety-nine percent of the companies offered drug abuse counseling. Over ninety percent of the reporting EAPs indicated that they offer emotional counseling services and family and marital counseling services. Career counseling, legal counseling, and financial counseling were offered by over seventy percent of the companies surveyed. This is a remarkable movement of EAPs that were essentially alcohol treatment programs in the 1960s. We see the broadening of activities to include all personal concerns of the employee, recognizing that a variety of personal problems can affect the work environment and the productivity of the employee.

Table XIV

Percentage of Organizations Having an EAP

Analysis by Size of Organization

Number of Employees	Number of Respondents	Number of Organizations and Percent of Category	
		With EAP	No EAP
1 - 100	58	3 (5%)	55(95%)
101 - 500	205	19 (9%)	186(91%)
501 - 1000	99	24(24%)	75(76%)
1001 - 5000	102	42(41%)	60(59%)
	40	22(55%)	18(45%)
	504		

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EAP Essential Ingredients

Much has been written under the category of essential ingredients of EAPs. The major ingredients include: an operational philosophy, basic working standards (operational standards), and professional qualifications.

EAP Operational Philosophy

EAPs should not be implemented because government believes they are a good idea or because of some legislative mandate. The philosophical principles of EAPs should be humane in nature. They should focus on the worth of workers as human beings and emphasize the individual as well as the organization. Forrest (1983) provides us with an operational philosophy from which EAPs should operate:

1. A trained employee is a valuable asset to be protected, if possible (Busch, 1981).

2. It is more cost effective to rehabilitate a competent employee with problems than to hire and train another (Witte & Cannon, 1979).

3. Statistical estimates on employee problems and the national cost to business and industry in absenteeism, accidents, health claims, turnover, and low productivity are staggering, costing from 15-30 billion dollars per year (Appelbaum, 1982; Muldoo & Berdie, 1980; Witte & Cannon, 1979).

4. EAP programs can have a preventative and remedial focus, both of which are good for the employer, the family, and the employee (Dickman & Emener, 1982; Witte & Cannon, 1979).

5. Employees' personal problems are private unless they cause the employees' job performance to decline and to deteriorate (Busch, 1981).

6. EAPs give the employer more flexibility in dealing with problems that used to be ignored or covered up (Dickman & Emener, 1982).

7. Employees are beginning to hold their employers liable for mental and emotional problems and stress that are said to be work related. Employees are winning law suits in this area (Novit, 1982).

8. Productivity is related to worker feelings of well-being. Efforts to improve worker well-being should improve productivity.

9. EAP programs are both humane and cost effective (Busch, 1981; Gaeta, Dunn, & Grey, 1982; Witte & Cannon, 1979).

By operating within these philosophical principles, one is more likely to obtain long-range effectiveness. The principles target the employee as a valuable entity that is to be cared for and maintained. The costs for low or poor maintenance of employees is too high and far too time consuming. Employee assistance programs can be viewed as vehicles to be used in a preventive health management program for the corporate setting.

Table XV provides guidelines for preventive health management similar to those used in protecting physical resources. The preventive maintenance model calls for an organizational climate conducive to the effective control of stressors that affect people and contribute to personal problems. External and internal stressors are responded to according to the guidelines. The support of top management is emphasized along with worker participation. The preventive health management suggestions in this table fit with the philosophical principles of an EAP.

Table XV
Guidelines Applied to Preventive Maintenance (Physical Resources) and Preventive Health Management (Human Resources)

Preventive Maintenance Protecting Physical Resources	Preventive Health Management and Preserving Human Resources
1. Equipment should not be overworked or mistreated.	1. Workers should not be manipulated, overloaded with work, or ignored.
2. Regular lubrication and checkup of parts is necessary to maintain high-level efficiency.	2. Regular exercise and periodic check-ups are necessary to keep workers healthy.
3. When work parts are worn or defective, some corrective action must be taken.	3. Through physical exams, future problems or weaknesses can be detected and programs to minimize or eliminate the risks can be directed by physician.
4. Older equipment needs more careful monitoring.	4. Older workers need to be monitored more frequently than younger workers.
5. Operators should assume some responsibility for maintaining equipment.	5. Each individual worker must assume some responsibility to maintain good physical and mental health.
6. Operators should be made aware of the risks and costs of downtime or failure.	6. Workers should understand the risks and costs of becoming or being ill.
7. Operators should be trained to determine symptoms of equipment malfunctions or when action must be taken.	7. Workers need to identify symptoms of stress or person-environment discrepancies. Self-awareness is an important step.
8. Vibration, friction, or corrosion should be immediately checked by the operator and management and some action taken before major breakdown occurs.	8. Constant tension, insomnia, headaches, or irritability are symptoms that the worker and his/her manager must both be on the lookout for before a health breakdown occurs.
9. Effective preventive maintenance costs money, but they are dollars well-spent.	9. Although effective preventive health management will cost money, the dollars spent may reduce the expenses involved in recruitment, selection, training, and replacement of premature personnel losses.
10. Preventive maintenance programs are more effective when supported by top management.	10. Preventive health management programs are more effective when supported by top management.

Note. From "Optimizing human resources: A case for preventive health and stress management" by Ivancevich and Matteson, 1980, Organizational Dynamics, 9(2), 4-25.

EAP Standard Criteria

Corsaro (1984) views an EAP as structured activities to provide aid and assistance to an employee, and to help one to overcome personal problems that adversely affect job performance. Corsaro states that an EAP must have the following ingredients:

- Commitment. The program should be undertaken with the full support of top management.
- Accessibility. Access to the program coordinator should be easy while away from the work site and other situations that might compromise privacy.
- Confidentiality. An employee must be assured that disclosures of his or her personal problems will not be made. Only those records necessary to administer the program should be maintained. Once an employee is referred to an appropriate health care facility for diagnosis and treatment, the only information required is whether the employee is actively participating in treatment.
- Performance-related referrals. Referrals made by supervisors must be based on job performance only.
- Encouragement of self-referrals. An employee should feel free to seek the services of the program coordinator at any time. The program coordinator may refer the employee to an appropriate facility for diagnosis and care, and probably will make arrangements for the next visit. At this point, a commitment is sought from the employee to accept professional advice and care.
- Non-threatening. While the program is in place to help the employee overcome personal difficulties, acceptance or rejection of the program should not determine job security.
- Individual responsibility. In any program, an individual must be responsible for his or her own actions, including the acceptance or rejection of the program. An employee should understand that his or her responsibility is to improve or correct his or her job performance, and the program may help him or her attain that goal.

- Inexpensive. The cost to participate should not be prohibitive and should be covered in the same manner as treatment for any other illness, with equivalent deductibles being appropriate.
- Follow-up. A program should provide follow-up to confirm that an employee's job performance has been maintained.

The above criteria will help toward the establishment of an effective EAP. In large part, these criteria view the EAP professional as a diagnostician who maintains a referral service. Counselors as HRD professionals certainly have ability beyond this role when working with employee problems.

Qualifications of Professional EAP Personnel

The counselor is well-trained to work in the role of an EAP professional. Industry would be making a major error in their EAPs to contract with individuals who did not have counselor training. If a company's perception of an EAP was purely diagnosis and referral, training in the behavior sciences would still be considered necessary. The following qualifications are considered essential for counselors working in employee assistance programs:

- communication skills
- counseling skills
- counseling theory
- counseling practice
- diagnostic skills
- diagnostic interviewing
- diagnostic testing
- diagnostic observation
- organizational development skills
- substance abuse counseling skills
- marriage and family counseling skills
- career development counseling skills
- marketing skills
- decision making skills
- research skills
- referral skills

Marketing and Evaluation: Key Facets of EAPs

Marketing

Stiner (1983) accurately emphasizes the important role of marketing as related to EAPs. For some counselors working as HRD professionals, this sounds like an unfamiliar role; for those who have worked in private practice, it is a very familiar role. Stiner states that the following factors must be considered in marketing EAPs:

- To whom and where are the services going to be marketed?
- Are there specific types of business or industry that will be the area of concentration?
- Has a decision been reached concerning employee base-population characteristics?
- Is there a plan to reach the top decision-makers in the companies to be marketed?
- Is there a consortium service and rate?
- What research should be done to improve the understanding of best potential market area or place?

In addition, Stiner emphasizes the importance of a promotional plan and asks the following questions:

- Is there a promotional plan?
- What kind and type of promotional instruments, such as pamphlets and folders, need to be developed and printed?
- Should workshops or seminars be provided to promote EAP services in the community?
- What are the anticipated costs of promotional efforts?
- Is there an evaluative process for all promotional work?

When these questions are answered, the counselor as a human resource development professional will be ready to chart out the necessary activities for a comprehensive EAP.

Evaluation

To survive and be successful, EAPs need to incorporate a strong evaluation component. As stated by Lefebvre (1982), corporate executives will want to know if they are getting their money's worth. Several evaluations have been completed by various industries which have incorporated EAPs. Table XVI lists some of the companies and reported savings.

Table XVI
Savings Attributed to EAPs

Companies	Savings
Illinois Bell Telephone	$459,000
New York Transit Authority	$2,000,000
American Telegraph and Telephone (Gaeta, Dunn, & Grey, 1982)	$448,000

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Most of the companies conducting evaluations have looked at similar factors. These variables include:

- Job performance. Does the job performance change based upon valid measures and ratings used within the company?
- Absenteeism. Is there a significant reduction in both the number of days and occasions of absence?
- Disability absences. Is there a significant reduction in long-term absenteeism?
- Accidents. Is there a significant reduction in number of work-related accidents?

- Medical visits. Is there a significant reduction in visits to medical centers?

Studying the above variables can often result in itemized cost savings provided by EAPs. The five variables are a necessary part of an EAP evaluation plan.

Summary

Employee assistance programs are direct avenues for counselors interested in human resource development, as their training already fits with EAP activities. Essential ingredients provide for a comprehensive EAP, including an operation philosophy, specific criteria, and trained personnel. Evaluation of effectiveness is important and will determine future growth of EAPs.

CHAPTER V
TRAINING AND DEVELOPMENT

As a key HRD component, training and development has much to gain from the skills of the trained counselor. T&D activities have expanded over the years to include areas naturally fitting with the counselor's expertise. Most training and development programs utilize behavioral science techniques and concepts. Many training programs deal directly with topics related to counseling; e.g., stress management, counseling the troubled employee, how to refer, how to conduct small groups, how to facilitate meetings, how to motivate employees, and how to discipline. This chapter provides the necessary information to help the counselor as a human resource development professional understand T&D by examining current definitions, characteristics, and competencies of T&D professionals.

Training and Development Overview

Definition

The area of training and development has been adequately defined by a number of professional sources. Wexley and Latham (1981) define T&D as a planned effort by an organization to facilitate the learning of job-related behavior on the part of its employees. Attention is drawn to certain key words in this definition. The word planned clearly indicates that these activities tie closely to the organizational plan and overall functioning. T&D activities have a definite purpose in the organization and are planned as an important part of the organization's development. Facilitate fits the understanding that one can only facilitate, not force change. Behavior is used in the broad sense to include any knowledge and skills acquired by an employee through practice. The behavior is also job related.

Mondy and Noe (1984) define T&D as a process designed to maintain and improve effectiveness and efficiency of individuals and groups in the organization. Key terms in this definition include viewing T&D as a process. The process is ongoing if the company is to maintain and improve. T&D activities are viewed as being viable for the individual and the group. The American Society for Training

and Development has defined T&D's mission as identifying, assessing and, through planned learning, helping develop the key competencies which enable individuals to perform current or future jobs. From this definition, one again sees the focus on planned activities that take place through a comprehensive needs assessment program. This definition also concentrates on performance related to one's job.

Characteristics

Training and development is interesting since it is extremely varied, depending on the corporation, where T&D is housed, and the training and skills of the professional staff. Training and development varies among companies in the following manner:

Some corporations essentially have a one person T&D department.

Some companies have over 100 professionals involved in training and development.

Some training staff members operate out of corporate headquarters and report to a higher manager.

Some trainers are involved with training employees, ranging from unskilled workers to company presidents.

Some trainers work only with middle managers.

Some T&D departments work primarily as purchasers of commercially available training materials and professional trainers.

Some T&D departments customize all training programs and keep them in-house.

Some trainers conduct most of the training for the company.

Some trainers operate as coordinators or administrators.

How training departments function will in large part depend upon the background and qualifications of the trainer. Currently, trainers in corporations and trainers working as private entrepreneurs come from a variety of backgrounds. Their education will range from the doctorate to the bachelor's degree. Their educational discipline is even more varied, including counseling, business, adult education, educational media, speech and drama, and vocational education.

Other disciplines have also served as the training ground for T&D professionals. Whatever their background, trainers should have certain characteristics if they are going to impact people and companies, including the following abilities:

To work with people individually and in groups.

To communicate verbally and nonverbally.

To understand human behavior and motivation principles.

To understand the change process.

To conceptualize and utilize a systems approach in business.

To understand the decision-making process and make decisions.

To understand the organizational structure.

To diagnose, counsel and follow-up.

To document results.

To understand and adapt to terminology esoteric to varied business functions.

To state specific objectives.

To teach.

To incorporate learning and counseling theory into training.

One should view these as only a partial list relating to trainer characteristics. Yet, these characteristics are considered essential for the effective trainer. Other characteristics will be specific to the corporation and can be learned quickly within the company. Most comprehensive counselor training programs focus their attention on the characteristics listed above.

T&D Roles and Competencies

The American Society for Training and Development published results of its 1983 national study attempting to identify the key training and development roles, and the competencies considered important for one to perform these roles. Table XVII provides a listing of the roles identified by ASTD. The counselor working in human resource development may want to complete a self-assessment using the five point Likert scale attached next to each role. The roles most germane to counselor training programs include: individual development counselor,

group facilitator, needs analyst, strategist, and transfer agent. Counselor training programs emphasizing human resource development need to focus on the less commonly taught areas, such as instructional writer, marketer, media specialist, and task analyst. In any case, it is important to note the strong relationship between the ASTD findings and the training currently taking place within counselor education.

Table XVIII illustrates the 31 competencies identified by the ASTD study as being important in training and development. It is interesting to note the large number that relate directly to existing counselor training; for example:

Counseling skill
Career development knowledge
Feedback skill
Futuring skill
Group process skill
Intellectual versatility
Library skills
Performance observation skills
Questioning skills
Relationship versatility
Competency identification skill
Negotiation skill
Research skills

The areas less likely to be taught in counselor training programs include: A/V skill, cost-benefit analysis skill, data reduction skill, facilities skill, industry understanding, and records management. These skill areas would have to be added to existing training programs or developed through interdisciplinary coursework and experiences.

Table XVII

ASTD Fifteen Key Training and Development Roles

	low				high
Evaluator. Identifying the extent of impact of a program, service or product.	1	2	3	4	5
Group Facilitator. Managing group discussions and group process so that individuals learn and group members feel the experience is positive.	1	2	3	4	5
Individual Development Counselor. Helping an individual assess personal competencies, values, goals and identify and plan development and career actions.	1	2	3	4	5
Instructional Writer. Preparing written learning and instructional materials.	1	2	3	4	5
Instructor. Presenting information and directing structured learning experiences so that individuals learn.	1	2	3	4	5
Manager of Training and Development. Planning, organizing, staffing, controlling training and development operations or training and development projects, and linking training and development operations with other organization units.	1	2	3	4	5
Marketer. Selling training and development viewpoints, learning packages, programs and services to target audiences outside one's own work unit.	1	2	3	4	5
Media Specialist. Producing software for and using audio, visual, computer and other hardware-based technologies for training and development.	1	2	3	4	5
Need Analyst. Defining gaps between ideal and actual performance and specifying the cause of the gaps.	1	2	3	4	5
Program Administrator. Ensuring that the facilities, equipment, materials, participants and other components of a learning event are present and that program logistics run smoothly.	1	2	3	4	5
Program Designer. Preparing objectives, defining content, selecting and sequencing activities for a specific program.	1	2	3	4	5
Strategist. Developing long-range plans for the training and development structure, organization, direction, policies, programs, services, and practices in order to accomplish the training and development mission.	1	2	3	4	5
Task Analyst. Identifying activities, tasks, sub-tasks, human resource and support requirements, necessary to accomplish specific results in a job or organization.	1	2	3	4	5
Theoretician. Developing and testing theories of learning, training and development.	1	2	3	4	5
Transfer Agent. Helping individuals apply learning after the learning experience.	1	2	3	4	5

Table XVIII

ASTD Competency Study

1. Adult Learning Understanding. Knowing how adults acquire and use knowledge, skills, attitudes. Understanding individual differences in learning.
2. A/V Skill. Selecting and using audio/visual hardware and software.
3. Career Development Knowledge. Understanding the personal and organizational issues and practices relevant to individual careers.
4. Competency Identification Skill. Identifying the knowledge and skill requirements of jobs, tasks, roles.
5. Computer Competence. Understanding and being able to use computers.
6. Cost-Benefit Analysis Skill. Assessing alternatives in terms of their financial, psychological, and strategic advantages and disadvantages.
7. Counseling Skill. Helping individuals recognize and understand personal needs, values, problems, alternatives and goals.
8. Data Reduction Skill. Scanning, synthesizing, and drawing conclusions from data.
9. Delegation Skill. Assigning task responsibility and authority to others.
10. Facilities Skill. Planning and coordinating logistics in an efficient and cost-effective manner.
11. Feedback Skill. Communicating opinions, observations and conclusions such that they are understood.
12. Futuring Skill. Projecting trends and visualizing possible and probable futures and their implications.
13. Group Process Skill. Influencing groups to both accomplish tasks and fulfill the needs of their members.
14. Industry Understanding. Knowing the key concepts and variables that define an industry or sector (e.g., critical issues, economic vulnerabilities, measurements, distribution channels, inputs, outputs, information sources).
15. Intellectual Versatility. Recognizing, exploring and using a broad range of ideas and practices. Thinking logically and creatively without undue influence from personal biases.
16. Library Skills. Gathering information from printed and other recorded sources. Identifying and using information specialists and reference services and aids.
17. Model Building Skill. Developing theoretical and practical frameworks which describe complex ideas in understandable, usable ways.

Table XVIII (Continued)

18. Negotiation Skill. Securing win-win agreements while successfully representing a special interest in a decision situation.

19. Objectives Preparation Skill. Preparing clear statements which describe desired outputs.

20. Organization Behavior Understanding. Seeing organizations as dynamic, political, economic, and social systems which have multiple goals; using this larger perspective as a framework for understanding and influencing events and change.

21. Organization Understanding. Knowing the strategy, structure, power networks, financial position, systems of a SPECIFIC organization.

22. Performance Observation Skills. Tracking and describing behaviors and their effects.

23. Personnel/HR Field Understanding. Understanding issues and practices in other HR areas (Organization Development, Organization Job Design, Human Resource Planning, Selection and Staffing, Personnel Research and Information Systems, Compensation and Benefits, Employee Assistance, Union/Labor Relations).

24. Presentation Skills. Verbally presenting information such that the intended purpose is achieved.

25. Questioning Skill. Gathering information from and stimulating insight in individuals and groups through the use of interviews, questionnaires and other probing methods.

26. Records Management Skill. Storing data in easily retrievable form.

27. Relationship Versatility. Adjusting behavior in order to establish relationships across a broad range of people and groups.

28. Research Skills. Selecting, developing and using methodologies, statistical and data collection techniques for a formal inquiry.

29. Training and Development Field Understanding. Knowing the technological, social, economic. professional, and regulatory issues in the field; understanding the role T&D plays in helping individuals learn for current and future jobs.

30. Training and Development Techniques Understanding. Knowing the techniques and methods used in training, understanding their appropriate uses.

31. Writing Skills. Preparing written material which follows generally accepted rules of style and form; is appropriate for the audience, is creative, and accomplishes its intended purposes.

Training and Development Examples

General Examples

Training can take place through many different forms and over varied periods of time. There has even been a distinction made between training and development. In such cases, training has meant training for something new, whereas development has meant developing for something beyond. Under these definitions training involves new territory for the employee, outside of what he/she has been doing. Development would mean developing within one's work area or attempting to develop skills beyond where one is currently functioning. Often it is difficult to separate these terms in the above manner, especially considering the variety of T&D programs that are being conducted across the country. An easier way to classify training is by technical and human development training, but this is even difficult since both are involved in many T&D programs. Table XIX provides over 25 sample T&D programs that are conducted on a regular basis. This is a small list considering the hundreds of workshops that are held in the corporate setting on a daily basis.

Specific T&D Example

Table XX provides an example of the format used in the T&D program, "Teaching Managers Delegation Skills." A clear list of objectives is considered important in all T&D programs. The objectives in the example are performance based, and the trainer is sure to get results if the activities fit with these objectives. The program preparation section is included to help the new trainer become aware that this is a major part of successful training. Most of the trainer's time goes into preparation, especially when conducting new training programs.

Preparation includes learning the system. Even if the trainer is in-house, he/she will need to know specifics about various departments' and managers' responsibilities. The in-house person will have an information advantage when compared to the outside-contracted trainer. The outside trainer, in most cases, will have to spend more time obtaining information. Evaluation, stated in this example as pre/post-testing, is an essential part of the training. Active participation is also necessary in training programs. In the example, role playing is utilized extensively.

Table XIX

Example Training and Development Programs

Memo Writing Skill Building
Learning New Cashier Procedures
Using the Telephone Effectively
Greeting Customers Properly
Handling Irate Customers
Spotting the Thief in Retail
Closing the Sale
Getting Your Foot in the Door for the Sale
Following Government Regulations
Interviewing Skill Building
Positive Discipline Approach for Managers
Being Supportive (Reinforcing) with Employees
Using Better Grammar
Public Speaking Skill Building
Orienting New Employees to the Company
Listening Skill Building
Communication Skill Building
Stress Management Reduction
Delegation Skill Building
Proper Dress for Executives
Career Development Coaching for Managers
Effective Referral for Managers
Financial Management Policies
Budgeting Skill Building
Avoiding Grievance Workshops for Management
Setting Objectives for Employees
MBO Skill Building for Managers

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Table XX

Sample Format for a T&D Program

"Teaching Managers Delegation Skills"

Program Objectives

- Managers will be able to list 4 myths related to delegating responsibility.
- Managers will be able to state the 5 steps to insure effective delegation.
- Managers will be able to implement delegation teaching by demonstrating methods of application.

Program Preparation

- Learn manager's responsibilities (survey and random interviews).
- Identify major problems related to delegation.
- Identify the logical steps to delegation.
- Develop cases relevant to setting.
- Prepare role playing cases.
- Develop pre/post evaluation.

Program Process

- Participants complete pre-test.
- Use icebreaker(s).
- State objective(s).
- Use discussion modality (early).
- Use lecture method--myths of delegation--with humor.
- Use media to demonstrate effective delegation steps.
- Use small group process to identify practical application(s).
- Use individual sessions to solidify teaching utilization.
- Use lecture to summarize teaching and application.
- Complete post-test.

Follow-Up

- Review application process.
- Discuss results.
- Encourage utilization.

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Under program process, referring to Table XX, we find a variety of teaching modalities. This is important in T&D, because the use of one modality throughout training is seldom consistently effective. Learning theory tells us that adults learn through practical application and that they need time to discuss, share, and process. These concepts, therefore, need to be built into the training program.

Follow-up is the last step in the example. Direct application programs require a follow-up in which the trainer obtains feedback about the effectiveness of his/her work. This is also a time to obtain information about additional training, either related or unrelated to the current program. If all has gone well, the trainer will be rewarded by seeing and hearing results of the long hours of preparation, planning, and implementation.

Summary

This chapter has examined training and development as one of the key HRD components. T&D was viewed as a fertile area for counselors to utilize their skills in business and industry. After closely examining the characteristics of T&D, and by reviewing the roles and competencies of trainers, one realizes that trained counselors already possess a large number of important T&D skills. These skills can be applied to a group (teaching) setting and used on an individual basis. Because T&D continues to expand in industry, and because counselors have directly related skills, one can see exciting possibilities.

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PART III: THE FUTURE

This part examines the consequences of ineffectively maintaining or caring for the human resources within the business setting. Burnout, viewed as the long-range consequence of not implementing HRD activities, is covered from the counselor's point of view through an emphasis on the following: assessment of burnout, potential cause(s), costs, and methods applied by the counselor as an HRD professional to prevent both individual and corporate burnout. The conclusion examines HRD trends and training, looking at the future within a positive frame of reference, and seeing HRD as having unlimited potential for those trained in the counseling profession.

CHAPTER VI
BURNOUT: CONSEQUENCE OF NOT IMPLEMENTING HRD

Burnout is viewed as the most severe consequence of an organization failing to respond to human needs. When companies fail to develop HRD programs, they increase the risk of burnout, which is a reality for a large number of individuals in business, education, and other walks of life. Yet, burnout has become a recognized phenomenon only within the last ten years, as indicated by related literature (Freudenberger, 1977; Helliwell, 1981; and Savicki, 1980). The popularity and omnipresence of the concept of burnout requires a clear definition of what is actually meant. This chapter begins with an overview that includes both a definition and an examination of the burnout stages. Burnout in the corporation is specifically emphasized in this chapter. Causes and costs of corporate burnout are carefully reviewed so the counselor as an HRD professional will have the opportunity to identify consequences and to see some of the startling bottom-line results. Coping with burnout is fully examined, since the most crucial facet of this behavior is how to handle it. Organizational strategies and individual coping techniques are discussed. The chapter closes with a reminder of the serious repercussions for individuals, organizations, and the entire society when burnout is not held in check and not responded to properly and efficiently through HRD programs and activities.

Burnout: An Overview

The increased awareness of burnout has brought about a recognition of its damaging effects on the individual and the work environment. Behavior previously not understood within the workforce is now being more carefully analyzed, described and defined. As this behavior and its causes become more clearly identified, individuals and organizations are better able to apply methods of prevention and remediation. The initial step related to this process involves the definition of burnout.

Definition of Burnout

A number of definitions for burnout are available, including:

- The most severe stage of stress.
- The consequence of a work situation in which people get the feeling they are beating their heads against the wall day after day, year after year.
- Someone in a state of fatigue or frustration brought about by devotion that failed to produce the expected reward.
- What occurs when you have more energy going out than you have coming in.
- An insidious, pervasive malaise that affects mind, heart, and soul--yes, even the limbs.
- What people suffer when they experience an overload of stress.
- Mental, physical, and emotional exhaustion.
- A syndrome of behavior that may affect people in any profession.

Clearly, one can relate to burnout by using almost any of the above definitions. Closer examination of these definitions reveals the following common elements:

Burnout is closely aligned with stress and reactions to stress.
Burnout affects the total human system.
Burnout crosses work, educational, sex, and age boundaries.

Burnout is defined in this monograph as "a symptomatic pattern involving several areas of human functioning." Such a behavioral pattern can result from too much stress or an inability to deal with stressors. It can also evolve from a high level of disappointment in not being able to reach one's achievement level or reaching such a level and yet still feeling somewhat empty. Again, burnout can be caused by work situations, as well as other aspects of life, including family and friends. Burnout is most likely to occur when human resources are not cared for.

A way to define burnout operationally is to check one's self-evaluated responses against the specified behavioral cues of a burnout pattern. Table XXI provides a method to do this; devised by Freudenberger and Richelson (1980), the scale provides a quick, yet effective gauge in relation to burnout. By relating the items on this scale to the definition provided, one sees that several areas of human

Table XXI

Are You Burning Out?

Look back over the past six months. Have you been noticing changes in yourself or in the world around you? Think of the office . . . the family . . . social situations. Allow about 30 seconds for each answer. Then assign it a number from 1 (for no or little change) to 5 (for a great deal of change) to designate the degree of change you perceive.

1. Do you tire more easily? Feel fatigued rather than energetic?
2. Are people annoying you by telling you, "You don't look so good lately?"
3. Are you working harder and harder and accomplishing less and less?
4. Are you increasingly cynical and disenchanted?
5. Are you often invaded by a sadness you can't explain?
6. Are you forgetting appointments, deadlines, personal possessions?
7. Are you increasingly irritable? More short-tempered? More disappointed in the people around you?
8. Are you seeing close friends and family members less frequently?
9. Are you too busy to do even routine things like making phone calls, reading reports or sending out Christmas cards?
10. Are you suffering from physical complaints (aches, pains, headaches, a lingering cold)?
11. Do you feel disoriented when the activity of the day comes to a halt?
12. Is joy elusive?
13. Are you unable to laugh at a joke about yourself?
14. Does sex seem like more trouble than it's worth?
15. Do you have very little to say to people?

Very roughly, now, place yourself on the burnout scale below. Keep in mind that this is merely an approximation of where you are, useful as a guide on your way to a more satisfying life. Don't let a high total alarm you, but pay attention to it. Burnout is reversible, no matter how far along it is. The higher number signifies that the sooner you start being kinder to yourself, the better.

0 - 25	You're doing fine.
26 - 35	There are things you should be watching.
36 - 50	You're a candidate.
51 - 65	You are burning out.
Over 65	You're in a dangerous place, threatening to your physical and mental well-being.

Note. From The High Cost of High Achievement by H. J. Freudenberger and G. Richelson, 1980, Doubleday.

functioning are involved. Burnout as a symptomatic pattern operationally involves the social/sexual areas (items 3, 9, 14, and 15); the emotional/psychological areas (items 4, 5, 7, 12, and 13); the physiological area (items 1 and 10); and the achievement/organizational areas (items 3, 6, 8, and 11). One should not be alarmed at a high score but should pay attention to it. It is through the identification of early burnout symptoms that one can prevent problems from expanding into all aspects of life at a later date. The symptoms of burnout are further discussed by Bloch (1978) in the examination of nearly 300 teachers referred for psychiatric examination:

A. Physical Symptoms
   1. Fatigue and physically run down
   2. Headaches and gastrointestinal disturbances
   3. Weight loss
   4. Sleeplessness
   5. Shortness of breath

B. Behavioral Symptoms
   1. Changeable mood
   2. Increased irritability
   3. Depression
   4. Loss of caring for people
   5. Lowered tolerance for frustration
   6. Suspiciousness of others
   7. Feeling of helplessness
   8. Greater professional risk taking

The above symptoms deplete energy, excitement and vitality toward work and life. The specific causes can be varied but the end result is the same--burnout.

Stages of Burnout

Burnout is a multidimensional phenomenon whose physical and emotional symptoms can be recognized on the job. Burnout is influenced by internal and external (environmental) factors, and while the causes are many and not universal, there are some definite signals or symptoms that can alert the employee or the manager. For diagnostic purposes, these symptoms have been classified into five developmental or progressive stages (see Table XXII). Through self-awareness,

Table XXII
Burnout Stages

Stage One "normal"	Stage Two "initial lead-in"	Stage Three "withdrawal"	Stage Four "clinical effects"	Stage Five "death"
High involvement in several projects	Less positive	Frequently absent	Behavior patterns are ingrained	Fatal:
Enthusiasm	Over-taxed or under-utilized	Late on several occasions	Always argumentative or depressed	Heart attack
Fatigue	Irritability and less patience	Missed appointments and deadlines	Excessive drinking, TV, drugs, sleepy, etc.	Cancer
An overworked feeling	Critical of others	More intolerance of others	Don't care anymore	Other
Let down following project completion	Feeling like others are stupid	Pessimistic	Appearance changes (negative)	Suicide
Ambivalence about sense of accomplishment	Say yes when should say no, no when should say yes	Lowered sense of self-worth	Possible suicidal attempts	Psychological suicide
	Seem to work hard but accomplish less	Inability to start or finish projects	More serious illnesses	Complete immobility or death
	Minor illnesses	Withdrawal from co-workers	Loss of contact with family and friends	
	Restlessness	Withdrawal from family		
	More fatigued	Escape with TV, alcohol, drugs, sex		
		Sex drive diminished		
		Self-pity		
		Chronic illnesses		

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motivation to change, and environmental restructuring individuals can prevent the evolvement of burnout to the last three stages. Stage one is considered commonplace among the workforce. People regularly throw themselves into projects and over a period of time exprience symptoms identified with this particular stage. It is quite natural for one to experience fatigue after continued effort in meeting a challenge. One can experience a sense of let down after success or even a degree of boredom. During such times, escape activities may be utilized and procrastination may set in; sometimes one may also question whether the effort was worth it.

Some personal qualities of irritability may be present, accompanied by less positive attitudes, in stage two. The projects that were interesting no longer seem to have their appeal. The hard work seems to go nowhere. Questions regarding what one has "really" accomplished are commonplace during stage two. Coping and change strategies are necessary in order to avoid the next stage of burnout.

Stage three of burnout is more serious and more difficult to change. At this stage, the individual has already developed a sophisticated set of techniques to accomplish less, become more intolerant of others, and withdraw from society. Lowered self-esteem is accompanied by a high degree of pessimism, with little encouragement or motivation for others. A general "drop out," "cop out" attitude exists with little interest in work or pleasure. Self-pity is present, as well as the possible development of some chronic ailment.

Stage four of burnout is more serious because the individual's behavior becomes highly consistent. The behavior now becomes the individual. The person may be constantly argumentative, irritating or down in the dumps. A "life is not worth living" attitude is highly developed. Unusual behavior will often take place, such as excessive sleeping, drinking or suicidal attempts. Help is often rejected at this stage, at a time when it is so desperately needed. The person has given up, wants to be taken care of, and often avoids any action-oriented activity that will confront the cause(s) of this state. In fact, the original cause(s) often become secondary to problems that have evolved as the individual has moved into stage four. If immediate clinical assistance is not obtained, the final stage of burnout will not be long in coming.

Stage five of burnout is the ultimate. Just as an automobile or any piece of machinery gives out when not taken care of, the human system becomes burnt out or destroys itself. Every situation and method is unique, but the end result is the same--death.

Hopefully, the stages diagrammed in Table XXII can assist the counselor to identify burnout. With early diagnosis, whether self- or other diagnosis, the potential burnout victim has an excellent chance to change the plight of things. Unfortunately, many employees within a large number of corporations are existing in the latter stages of burnout. For some it may seem too late or almost impossible to change. In fact, an entire corporation can be diagnosed at one of the latter stages. In many cases, individual techniques and organizational strategies can be employed to prevent further burnout elevation and loss. In order to provide such HRD services it is necessary to examine causes of burnout in the corporate setting.

Burnout in the Corporate Setting

Burnout is a major concern within the business setting. Early concerns were expressed by the helping professions--psychiatrists, medical workers, nurses, psychologists, counselors, and social service employees--but burnout no longer remains solely within the purview of these professionals. Top executives, managers, first line supervisors, and employees at all levels of the corporate world can identify with burnout patterns. It is now clearly recognized that the burnout phenomenon is striking dedicated, accomplishing corporate workers, making them less productive, less energetic, less interested in their jobs, and in many cases, causing them to flee from their jobs.

The effects of burnout in the corporate setting are similar to those described for burnout in general. On-the-job fatigue, depression, irritability, boredom, loss of interest, and an overworked feeling are present. These factors, viewed as burnout symptoms, directly affect productivity, as well as the employee's mental health. The first step for the HRD professional dealing with this corporate problem is the identification of its causes (Jeffrey, 1981).

Individual Causes of Burnout

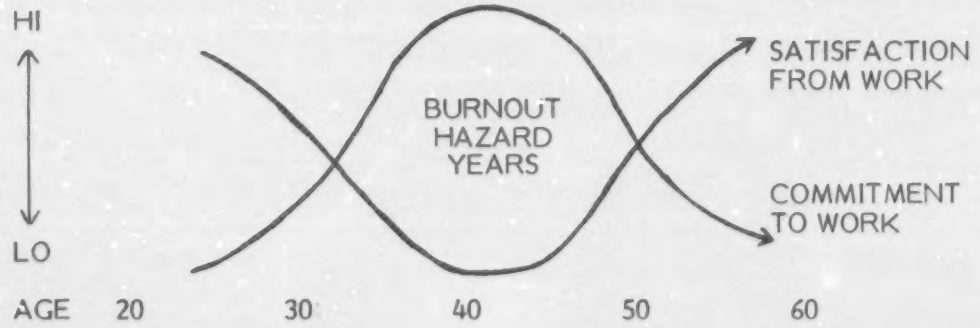
A number of reasons have been cited for burnout within the corporate setting. Most of these explanations can be found to be valid, along with supporting case histories. A high need to achieve is one reason: because a high-achievement person constantly needs a challenge, a build-up occurs over time; then the indi-

vidual runs out of time to achieve and reaches a breaking point, or challenges become old and tedious. Over-dedication or over-commitment are two similar reasons attributed to eventual burnout. In many cases, the individual wants to take on the world. The person becomes overcommitted and finds it impossible to deliver and be effective. Disappointment, depression, self-depreciation, loss of value and reduction in self-esteem develop and the person quickly moves through the burnout stages.

Others have attributed burnout to a normal developmental and somewhat predictable stage of adult development (Cardinell, 1981). The developmental stage includes a range of 30 to 50 years of age. During this time, the "burnout hazard years," two important variables relate to burnout: commitment to and satisfaction from work. Commitment to work is viewed as potent during the mid-twenties and through the thirties. The worker is enthusiastic and ready to accomplish long-range goals. As Table XXIII indicates, one's commitment peaks at the age of forty. The second variable, satisfaction from work, reaches a low point at the same time. In essence, according to this theory, burnout occurs at a time often designated as the midlife crisis period. If one does not receive the expected satisfaction from the job during a time of high commitment, burnout is almost certain. Expectations are not met and the individual moves toward the initial stage of burnout.

Table XXIII

Burnout and Midlife Professional Crisis



Note. From "Burnout? Mid-Life Crisis? Let's Understand Ourselves" by C. F. Cardinell, 1981, Contemporary Education, 52(2), 103-108.

The perfectionistic personality has been viewed as a prime candidate for burnout. When a high level to achieve exists, the perfectionist can become extremely susceptible to taking on mountainous tasks. Such a person takes pride in being able to perform all tasks. Helliwell (1981) sees this person running like a car in fifth gear: doing fine for a while, but running the risk of overload. This person does not often recognize his or her plight, since perfection has been reached on other occasions. Often the person sees help as unnecessary and continues toward overload. The formula provided in Table XXIV illustrates the interacting variables that exhaust such individuals. The personality of the individual provides the foundation or groundwork. Compulsive, independent, exact, self-confident, detailed, critical, evaluating, judgmental and achieving are the common characteristics. Personal history reinforces behavior patterns formerly utilized by this individual. Success, time efficiency (usually graduates in three years rather than the four years required), reward and having received honors are most often descriptive of this person's reinforcing history. The person is susceptible because there exists a belief that anything can be achieved. In addition to this belief, a reputation has been established and one feels a need to keep or expand on this reputation. After a while, the person runs out of both time and energy. The person feels pressure and may begin to exhibit self-doubt, anger, or even resentment. The work load becomes overbearing and burnout becomes a reality.

The following additional individual causes of burnout have been obtained as a result of an extensive literature review. It is the hope that these will be helpful to the counselor as the HRD practitioner to confront burnout within the organization.

1. Overextension. Work demands are often the downfall of this person, who is unable to keep projects at a workable number. Promises and commitments are made that finally take their toll and may likely produce serious stage burnout.
2. Inefficient time management. The person has important things to do but never seems to have the time to complete them. A meandering or wandering feeling develops until all time is lost. One forgets how time has been spent and fails to structure or organize self. Burnout is often a side effect.
3. High or an excessively high achievement orientation. This person wants to use all of the time in the most efficient manner. Too often this is defined as

Table XXIV

Personality and Burnout

50					**Burnout**
45				**Overload**	Fatigued Loss of energy Loss of confidence
40				Given more tasks More difficult tasks Accepting Demands made upon	Somewhat pressured
35			**Susceptibility**	Overcommitted Variety of tasks Doesn't say no	
30			Proud Work reputation Achieving Recognized		
25		**History**	A doer Depended upon		
20		Success Achievement Time efficiency Rewards			
15	**Perfectionism**	Honors Accomplishments			
10	Achievement oriented Evaluating Critical				
5	Compulsive Independent Exact				
0	Self-Confident Detailed				
Age					

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accomplishment in the traditional work achievement sense. One's achievements often fail to provide the satisfaction expected. When this occurs over a long period of time, burnout is a sure bet.

4. Overachiever. This person has accomplished much through hard work. There often comes a time when the overachiever is over one's limit. What worked in the past does not often work under different, more complex situations. Burnout can develop quickly.

5. Inability to say no. The person most often wants to be liked, wants to feel needed or just can't say no. Unfortunately, too many requests will come from too many people. This person cannot fill all the requested prescriptions and will likely burn out.

6. Competitive nature. Competing with others eventually takes its toll upon this person. Much energy has been depleted worrying about self as related to others. Sure, there will always be someone to worry about and to compete against. This person is always busy. This person will never run out of people, but will run out of energy and become a candidate for burnout.

7. Naivete. Out of college and into the work world. Little experience and less wisdom are often the downfall of this person. When things do not go "the way they are supposed to" over a long period of time, this person quickly burns out.

8. Overdemanding personality. This person is overdemanding of self as well as others. A sense of mission is almost present. Heart, soul, and body are thrown into every project. No one can keep up this pace. Wear-down is inevitable and burnout is a strong possibility.

9. Perfectionistic. Having developed the perfectionistic characteristics early in life, one naturally uses them effectively in an achievement-oriented society. Too many demands finally catch up with this person who develops overload and eventual burnout.

10. Insecurity. Insecurity causes decisions to be made and tasks to be accepted that are often unreasonable and downright impossible. The person has to prove to him/herself and others that a personal greatness exists. After awhile this gets tiring and burnout occurs.

11. Single-goal oriented personality. This person's life is the job. All aspects of achievement, satisfaction, communication, etc., center about work. If work fails, life fails. All one's eggs are in the same basket--a high risk and a burnout potential.

12. Indecision. This person never knows if personal decisions are right. Satisfaction level might be impossible. Personal decisions are always questioned. After a while, burnout is a real possibility since exhaustion is the result of self-questioning and doubting decisions. Also, the grass always seems greener on the other side of the fence for this person.

13. Low persistence level. Nothing is ever really completed for this person. After a while, it is understood that nothing will ever be completed. Hope is lost, self-concept is lowered, and burnout is inevitable.

14. Fear. Fear prevents this person from trying anything new. The boss is never asked a question, requests are never made, and confrontation would be out of the question for this individual. Routine sets in and variety quickly disappears. The result is a slow but real burnout for masses of people.

It is hoped that counselors as HRD professionals will be aware of the wide variety of factors relating to burnout. It should be realized that a predisposed burnout personality has not been identified through behavior science research. The complexity of people presents a fascinating challenge for such an endeavor. Yet, the HRD professional will be alert to the various individual causes and personality factors related to burnout, and will thus be able to deal with each efficiently and effectively.

Organizational Causes of Burnout

Organizational causes of burnout involve the qualities of the work environment and the interaction that takes place within that environment. Therefore, a systemic ecological view is necessary as one carefully examines burnout causes. Many factors within the work environment are outside the worker's control. Too often when this is realized, a sense of helplessness develops. Workers in these organizations resign themselves to the idea that change is virtually impossible because of the current organizational structure. On closer examination, a number of these so-called impossible situations within the company can be modified or

changed enough to minimize burnout. This is in large part the human resource development professional's job. Both HRD and OD efforts can help bring harmony between the needs of the organization and of the employees.

Some of the organizational factors affecting burnout, according to Savicki and Cooley (1982), include job intensity, management qualities, social support, and perceived control. These and other organizational factors affecting burnout are listed below and are found in Table XXV.

1. Job intensity. This involves the degree of intensity associated with the nature of the job itself. Continued pressure, demands, deadlines, and challenges will take their toll on individuals. In some corporations it is understood that individuals should work only 3-5 years in certain positions. Bank examiner positions are an example of this. Due to the traveling and the nature of this work, employees are expected to continue only a few years and then change positions. Air traffic controllers also work in high-intensity jobs, which are countered by job breaks, reduced time on the job, and other such programs. For many individuals who are employed in these highly intensive positions, burnout is a slow but gradual process. These individuals are found meeting challenge after challenge with little rest, or time to self. Burnout creeps up and takes its toll on the person's physical and mental faculties.

2. Management qualities. Workers who have confidence in the leadership, communicate with supervisors and receive positive supervision are less likely to burn out (Barad, 1979). On the other hand, burnout can develop if one continually distrusts, disrespects and fears management. Management characterized as such is often authoritarian in nature. Under such conditions, employees find it necessary to constantly work overtime or put in extra work simply to deal with management's mistakes, proclivities, or hostility. Rather than making the job easier and exhibiting participative management, some supervisors serve as obstacles exerting pressure upon employees. The effects of the employee continually banging his or her head against the wall of management are disastrous--often leading to burnout.

Table XXV

Organizations and Burnout

Organizational Characteristics Contributing to Burnout	Organizational Characteristics Providing an Innoculation to Burnout
Constant high-level intensity with minimum time off and minimal rewards.	High intensity with support services. Time off provided, vacations (forced), exercise programs, social support, HRD programs.
Authoritative management with tight controls. Little trust of or communication with employees.	Participative management. Allowing employees to communicate and contribute to the organization in areas where they have expertise.
Excessive policies and procedures serving as bottlenecks for employees. Wearing workers down with form after form and report upon report. Having elaborate procedures that often prevent the work from getting done.	Streamlined procedures. Fair and concise, explained to employees and open for revision.
Ambiguous work roles/changing work roles. Unclear expectations. Vague job descriptions or constantly changing job descriptions, keeping employees off balance.	Clear job responsibilities. Potential job changes identified, creating a sense of understanding of one's role and future potential in the company.
Inadequate support systems. Little contact between employees. An overly competitive environment.	Support system network. Organized so that employees communicate to each other on the job and in social settings.
Negative organizational climate. Little trust, inequality with petty actions, creating a negative organizational psyche.	Positive organizational climate. Openness, trust, and encouragement is evident. A positive, communicative environment.

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3. Policies and procedures. After talking with many individuals experiencing burnout, one finds that policies and procedures often serve as the enemy. Wear and tear due to dealing with company policy is a major problem resulting in burnout. After one spends so much energy dealing with the issue, there is little left for other issues. The following quotation is not uncommon: "I am just tired (burnt out) because of the mountains of paperwork, excessive procedures and unreasonable policies that one has to go through to work in this organization."

4. Ambiguity of role or changing role. When company expectations of the worker's role change regularly, or when there are few or no clear cut expectations, conditions are appropriate for burnout. Most humans can function for only a moderate period of time under extremely ambiguous conditions. The unknown, or dealing with the unknown, eventually takes its toll. When this happens, the individual very often experiences burnout and quits. Yet, some companies find it necessary to keep certain job roles ambiguous. Also, some managers believe that by constantly changing an employee's duties more work can be accomplished. (Some of this behavior can often be attributed to a disorganized manager.)

5. Clientele response and inadequate support systems. Many workers find themselves in an environment where client feedback is mostly negative in nature. Like doctors (MDs) who experience high-level burnout, these people see others only under difficult conditions. Employees working in the company complaint division are prime examples. These employees, if not provided with an organizational support system, will experience only the negative side of the company—a poor product, inadequate service, or shoddy customer treatment. After a while, and it is often not too long, these employees find it difficult to get up and go to work and would rather escape from the work situation itself.

6. Company philosophy or expectations. As discussed previously, organizations have a unique climate from which they operate. This organizational climate is the psyche of the company. A negative climate consisting of distrust, employee disrespect, inequality, pettiness, unprofessionalism, and secrecy certainly lays the groundwork for burnout. An unproductive company

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philosophy is reflected in its managers' expectations of employees, which are indicated by the following thoughts:

"I know you are lazy."

"I know you will try to steal."

"I know I have to do everything I can, in any way I can, to get you to work."

"I expect you to be completely loyal."

"I expect maximum production when you are on my time."

"I expect much from you, but don't expect too much from me since we are already providing you with a great deal."

When the above conditions exist, there is great potential for large scale corporate burnout.

It is evident that the organization itself contributes to worker burnout. One cannot dissociate the work environment from the effects it has upon the individual employee. The human resource development professional needs to be cognizant of this relationship and needs to utilize personal skills and professional strategies to effectively minimize the organization's techniques of contributing to employee burnout. The trained counselor has these skills.

Burnout Costs

Employee burnout, regardless of the level of employment, costs money. The question of cost is no longer a debatable issue. Companies know about the cost involved. The cost of job turnover alone is alarming. Conservative estimates state that during a five year span, approximately 350 out of every 1000 people employed will change jobs, despite varied attempts to minimize turnover (Savicki & Cooley, 1982). This cost is phenomenal. When one adds other factors related to burnout behavior—such as absenteeism, lowered productivity, reduced work quality, alcohol abuse, insurance, and health costs, as well as effects upon total morale and company functioning—the costs are literally staggering. Although many researchers have estimated the costs of turnover, absenteeism, etc., one really cannot accurately predict exact costs related to burnout as it affects worker behavior. It is believed that most estimates are low, due to the subtle nature of job burnout, especially at its early stages. Costs involved at stage one and two of

burnout are difficult to measure. Direct figures are almost impossible. Yet, it is at this very time that productivity slows and begins its downward trend. Effects begin to take a toll on co-workers at this time. Organizational climates are affected, creating negative environments often counter-productive in nature. A sense of fatigue, hopelessness, and irritability sets in. Workforce productivity becomes dangerously low. At this time, workers become careless and accident prone. It is well-known that more accidents take place when fatigue is high and working conditions are unpleasant. It is difficult to predict the thousands of accidents, near-accidents and illnesses that occur as a result of behavior patterns exhibited during burnout.

Burnout costs, without attempting to provide exact figures, are illustrate in Table XXVI. Immediate costs, called the hidden costs, relate to productivity decrease. These are extremely difficult to determine since the burnout victim seems to be doing more when, in essence, less is being accomplished. The burnout victim looks for an escape. Costs are accrued in terms of absenteeism. The number of absences increases as the individual moves through the burnout stages. Costs related to alcohol and drug abuse begin to show. The burnout victim is sick more often and therefore taxes the company's medical insurance. Accidents on the job increase and efficiency decreases during later burnout stages. The final loss results in the burnout victim leaving the company for one reason or another. Costs of recruiting, hiring, and training new employees then begin to accrue.

If costs related to burnout are to be minimized, a proactive role by the counselor as the HRD professional is essential. Individual techniques and organizational strategies to cope with burnout are discussed in the following section.

Coping with Burnout

It is quite evident that how to cope with burnout is a major problem facing individuals and corporations. Burnout is costly to the individual, to his or her family and place of work, and to society. Severe cases of latter stage burnout are easily recognized by costs and consequences. Examples include: the heart attack victim, the employee whose termination is due to alcohol abuse, the job changer, and the mid-life crisis case who quits the job, his or her family, and life events.

Table XXVI
Burnout Costs

Loss of Productivity	Subtle in nature (often hidden). Begins at initial stages of burnout. Doing more, accomplishing less. Affects other employees. Continues throughout burnout stages.
Absenteeism	At early and late burnout stages. Alcohol abuse. Drug abuse. General fatigue.
Health/Insurance	More time spent with illnesses. Greater utilization of insurance benefits. Later burnout stages.
Accidents	Fatigue caused. More severe and frequent. Any stage of burnout, but most severe at later stages.
Turnover	Change due to tedium, burnout. Change due to secondary behavior--alcohol/drug abuse, etc. Fired. Later burnout stages.

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Techniques dealing with these concerns are often crisis centered or remedial in nature. Most corporations would like to prevent the development of these stages. Avoiding these situations involves a set of strategies that are preventive in nature. Intrusive methods are implemented as preventive programs aimed at minimizing burnout at its earliest level. Individual techniques and corporate strategies dealing with burnout are discussed in this section.

Individual Techniques

A number of techniques have been suggested as potential methods for dealing with burnout, yet little is known about w echniques work, for what person, and under what conditions. Too often burnout victims want to find the "quick fix" that will give them a lift. Unfortunately, the technique chosen is not always the answer, and in some cases it may add to the problem. A variety of individual techniques used to cope with burnout are available:

Analysis of Goals and Goal Thinking. Examine your goals and thoughts related to personal goals. Ask yourself if you are using thoughts or behaviors that might be self-defeating. In some cases, working through irrational thinking a la Ellis might be used. Forney, Schutzman, and Wiggers (1982) illustrate irrational thinking among career development professionals experiencing burnout (see Table XXVII).

Physical Exercise. Good physical condition can help prevent and minimize the overall effects of burnout. Exercise often benefits one mentally and emotionally, thus warding off burnout symptoms.

Time Management Review. Fatigue, disorientation, and frustration are often the result of ineffective time management. The burnout victim feels overtaxed and unable to accomplish the most basic assignments. By carefully examining the use of time, the individual has the potential for not only accomplishing more, but also having more time to relax.

Developing a Support System. Burnout is often alleviated with the help of supportive individuals within one's environment. In many cases a conscious effort is required by the individual to develop a support system. Assertiveness is essential in order to do this and may need to be developed.

Review of Burnout Causes. Fatigue, boredom, restlessness and other related burnout symptoms do not occur automatically. There are causes and reasons for developing such patterns. By asking oneself questions like those suggested by Freudenberger and Richelson (1980), one may identify the source(s) of burnout (see Table XXVIII).

Seeking Variety. Variety has been viewed as the enemy of burnout. Change in one's surroundings, work schedule, type of work, and method of approaching tasks often provide the stimulation necessary to alleviate burnout.

Table XXVII
Irrational Thinking Related to Burnout

Myth: "My job is my life." Symptoms: Working extra long hours, lack of leisure time, difficulties with home life, checking up on other staff members' work, difficulty delegating responsibility, anxiety, defensiveness, high levels of anger and frustration when things at work are not going well, depression and worry.

Myth: "In my position as a career development professional, I must be totally competent, knowledgeable, and able to help everyone. I must always perform at a peak level with a lot of energy and enthusiasm." Symptoms: Working extra long hours; high, unrealistic expectations for performance; constant need to prove self; impatience with own mistakes and shortcomings; anxiety about performance; lack of confidence; guilt; defensiveness.

Myth: "To be able to accomplish my job and for my own sense of worth I must be liked and respected by everyone with whom I work." Symptoms: Difficulty with activities such as asserting self, setting limits, saying no, disagreeing with others, giving negative feedback, and decling with office conflicts; overly involved in student problems and concerns; easily manipulated; lack of time for nonpeople-oriented work; self-doubt; guilt; depression.

Myth: "Faculty, students, supervisors, staff, alumni, and others are by their nature obstreperous and difficult. They should be more career-oriented, more involved in my program, more supportive." Symptoms: Over-generalizations, assuming that the behaviors of one member of a group are similar to or the same as that of all members of that group; difficulty understanding what others have to say; difficulty being objective; stereotyping leading to a dislike for a specific group; dislike of own job; loss of energy, creativity and motivation; anger and frustration with various campus groups; defeatist attitude; hostility; alienation; passive acceptance of the status quo.

Myth: "Getting any form of negative feedback indicates that there is something wrong with what I am doing." Symptoms: Tunnel vision leading to the inability to evaluate realistically one's work and to make constructive changes; depression; anger with critics; frustration; self-doubt; immobilization.

Myth: "Because of my past blunders and failures (and, for that matter, because of the blunders and failures of others), things will not work out the way they must." Symptoms: Loss of motivation and energy to carry on old programs and create new ones, stagnation, guilt, self-doubt, anger.

Myth: "Things have to work out the way I want." Symptoms: Working extra long hours, checking up on staff members' work, authoritarian style, inability to compromise and delegate responsibilities, over-attention to detail, immobilization in a crisis, repetition of tasks, impatience with others, anger, guilt, depression.

Note. From "Burnout Among Career Development Professionals: Preliminary Findings and Implications" by D. Forney, F. Schutzman, and T. Wiggers, 1982, Personnel and Guidance Journal, 60(7), 435-439.

Table XXVIII

Questions to Focus on the Source of Burnout

Do you feel yourself under pressure to succeed all the time?

Do you need to generate excitement again and again to keep from feeling bored?

Is one area of your life disproportionately important to you?

Do you feel a lack of intimacy with the people around you?

Are you unable to relax?

Are you inflexible once you have taken a stand on something?

Do you identify so closely with your activities that if they fall apart, you do too?

Are you always worried about preserving your image?

Are you taking yourself too seriously?

Are your goals unclear, shifting back and forth between long-range and immediate?

Note. From Burn-Out: The High Cost of High Achievement, by H. Freudenberger and G. Richelson, 1980, Doubleday.

Changing Relationships. Certain individuals may cause or facilitate burnout. If others are found to cause burnout, change the relationship or get out of it. It is important to know one's comfort zone in working with others. Table XXIX illustrates a method of examining comfort zones among colleagues. As a result of completing this exercise, one may find that a large discrepancy in stimulation level between you and a colleague may be contributing to burnout.

Counseling/Psychotherapy. Counseling and psychotherapy can take many forms and shapes. For some people, only a few sessions may be necessary to increase self-esteem or improve self-concept. Examples include teaching the client to be assertive and not accept excessive responsibility. For other individuals, a more in-depth therapy program might be essential. An example is someone who has a "be perfect" script which is causing frustration, tenseness and overload to the point of severe exhaustion.

Table XXIX

The Examination of Comfort Zones

Comfort Zone:

1. Determine the stimulation that is comfortable and healthy for you.

High	10	10	10	High
	9	9	9	
	8	8	8	
	7	7	7	
	6	6	6	
	5	5	5	
	4	4	4	
	3	3	3	
	2	2	2	
	1	1	1	
Low	0	0	0	Low
	Me	Colleague A	Coileague B	

2. Now determine the comfort zone of two people that you work with.
3. Compare differences.

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Relaxation. There are a variety of relaxation techniques, including deep muscle relaxation (DMR) and breathing exercises. Learning to relax through these methods takes only a brief amount of time. Deeper levels of relaxation, including hypnosis and meditation, can also be taught and utilized effectively by the burnout victim.

The above techniques are only a few of the many methods which have been used to cope with burnout. Behavioral scientists have not found one method that works best. It is felt that certain methods are more effective with certain personality types. It is also believed that external factors can determine whether or not a particular technique will work. The external factors, in large part, consist of organizational characteristics, and by changing them burnout within the company can be kept to a minimum. Organizational strategies used to cope with burnout are discussed in the next section.

Organizational Strategies

The nature of the job itself often causes burnout. Causal factors, as indicated earlier, include corporate policies, organizational climate, leadership style(s) and available support systems. Because specific organizational factors contribute to burnout, specific organizational strategies can be used to prevent burnout. A number of human resource development strategies are included in the literature (Maslach & Pines, 1977; Pines & Kafry, 1978; Pines & Maslach, 1978). It has been suggested that HRD programs become more "individualized" in order to prevent eventual strain, illness and burnout. In line with this, closer detail to the needs of the individual have been suggested in order to organize appropriate workload, reward programs, and advancement possibilities. Other suggestions have focused on identifying individual personality types that "fit" best with predicted changes in the company.

It is important that strategies respond to the developmental changes of employees. Organizations may have to change and adapt as employees change. If this does not happen, eventual strain will take place, leading to early burnout. Many of the HRD stress management strategies found in the literature can be used to confront job burnout. Some of the major strategies can be categorized as follows:

Organizational Support Systems. The amount and kind of organizational support perceived by the employee is an important factor related to burnout. Organizations with built-in support strategies are more likely to alleviate unnecessary strain and employee isolation that leads to burnout. Team projects and quality circles are group support systems. Managers that provide encouragement to employees are an individual support system. Support strategies off the job, as well

as within the work environment, are important. Positive social activities and meetings among employees outside the work environment have done much to alleviate worker burnout. At the least, they have helped make bearable the excessive strain within many companies.

Succession Planning. Succession planning activities assist workers in looking toward the future. This does not always mean a vertical career change. In many cases, job rotation or job enrichment activities may be provided. Such programs often provide the employee with the necessary change(s) which prevent boredom and dropout. Job/work analysis is a part of succession planning. These strategies provide valuable assessment information about the job itself. Job analysis focuses on factors such as the stress related to a particular task, time required to complete a task, job/task repetition, human contact provided/associated with each task, detail required to do a task, amount of supervision required, support provided, general working conditions, and other variables which relate to burnout. As a result of the job/task analysis, certain work situations are frequently found to contribute to burnout. By combining personal employee data with the job/task analysis, it is possible to obtain a clear picture of employee personality as related to job demands. Yet, even when an optimal "fit" is found between the above two factors, ways should be devised to minimize the high stress and burnout associated with specific jobs.

Management Development. The manager has tremendous impact upon the burnout of employees. The manager's value system, personal beliefs, assumptions and leadership style contribute to employee burnout. Several managerial training programs are designed to examine leadership style. One diagnostic assessment system, the Life Styles System, has been used with over two hundred managers nationally and internationally. As a result of using a program like this, managerial training can be devised to modify leadership style(s) which may affect burnout. Sample training programs include:

Training managers to identify stress/burnout signals among employees.

Increasing relationship and reinforcement skills.

Developing referral skills.

Learning to coach employees.

Acquiring motivational and encouragement techniques.

Organizing company support systems.

Employee Assessment. The diagnosis of employee needs on a regular basis is another effective strategy that can minimize burnout. This particular strategy is preventive in nature. It provides an organization with a method of identifying employee stress levels or personality variables indicative of burnout. One diagnostic assessment system, the Personal Skills Map (PSM), has been successfully used on a national and international level. This non-threatening, positive-approach assessment system focuses on the employee's personal skills in twelve areas.

After an analysis of the complete PSM profile, action strategies can evolve which may include reducing the workload, providing training or even recommending a forced vacation. Actual job responsibilities may be reduced, enlarged, or combined. Personal counseling, following greater analyses, might even be recommended. The employee assessment system serves as a diagnostic strategy that feeds data to the HRD professional.

Company-Sponsored Health Programs. Broad, company-sponsored health programs include: recreational activities, customized exercise programs, personal counseling services, relocation programs, financial advisement, child care counseling, drug/alcohol rehabilitation, and career development. Early diagnosis in many cases allows the employee to use services which combat burnout. These programs are developmental as well as remedial in nature. If early signs of alcoholism or financial difficulties are identified, they can be dealt with before the employee becomes a burnout victim.

Periodic Job Analysis. Periodic job analysis involves employees and outside consultants working together. The job is to specifically examine work obstacles within the company, make suggestions, and assist in change implementation. Somewhat similar to the function of quality circles, the periodic job-analysis program often helps reduce burnout by making the following changes:

Reduction in excessive paperwork, forms, ratings, and needless materials.

Streamlining of procedures, policies and unnecessary roadblocks that get in the way of productive workers.

Finding ways to communicate directly to decision makers and power personnel.

It is suggested that this organizational activity be completed on a periodic basis as jobs change and new personnel are added. Indirect results include accelerated worker motivation with a realization that the corporation has an investment in change and progress.

Summary

The consequences of nonexistent or ineffective HRD programs in industry are higher levels of stress and burnout. These are the by-products of organizations that fail to respond to human resource needs. This is not the future we want. Stressed workers and burned-out organizations are far too prevalent in today's society.

Workers that view the organization as an uncaring stress carrier are at a high stage of burnout. Without HRD programs these people are lost. At one time in their career they were energetic, contributing and creative. Now they utilize their creativity in ways that are destructive to the organization. It might become a game or challenge to see how little can be done in an eight-hour day, how quickly products can be created, or how corners can be cut in the work itself. Anti-organizational creativity sees workers using their skills to "get back" at the organization.

High turnover, absenteeism, and low productivity are also correlated to burnout. The burnout victim wants and needs change. Change takes place as a result of this individual's initiative or as a result of company action through human resource planning. Costs related to turnover, rehiring, and training are well-documented. Medical costs to the individual and the organization are elevated due to burnout. Such victims seek medical services more often than highly productive and involved employees.

Finally, the price of burnout is paid by the worker, co-worker, and family members. Organizations with a high rate of burnout employ robots. These are human robots that work, but gain little meaning from their work. Their future dreams have evaporated. Unhappiness and loneliness are the end results. In these situations everyone loses--the individual, the family, society, and the organization. Human resource development programs and activities can minimize burnout

and help prevent tremendous loss to humans and to the organization. Without human resource development programs, the consequences and costs to society are alarming and devastating. Let's hope this is not our future.

CHAPTER VII
TRENDS AND TRAINING IN HRD

It is anticipated that the future of our employees and corporations lies not with personal and company burnout, but rather with some of the positive trends and exciting training related to the caretaking of human resources. Counselors trained as human resource development professionals will contribute greatly to a future where human resources are in reality viewed as the most valuable asset of the corporation. Programs and practices can be incorporated on a large scale and carry impact beyond the company, state, or region, affecting the majority of human beings in all aspects of their lives. There are signs that the future is bright in the HRD area, including studies suggesting the importance of HRD. The findings of three studies, conducted as recently as 1981-1984, are reported in this chapter. In addition, counseling and HRD training programs are now available, indicating the value of preparing professionals with skills and expertise to impact the quality of life within as well as outside one's work setting. This chapter concludes the monograph focusing on trends to help us more clearly see the future, and training to help us more specifically prepare for the future.

Trends in Human Resource Development

In 1981, in order to obtain information about the future of the human resources function, the Opinion Research Corporation of Princeton, New Jersey, surveyed corporate executives. The survey included 266 of the Fortune 1,000 companies and two groups of executives: top managers (chief executive officers, presidents, and other senior-line executives) and human resource managers. Fulda (1984), at East Texas State University, also surveyed top corporations in Dallas to determine human resource development needs. This study is pertinent because it examined the specific counseling needs that both managers and employees viewed as important. Finally, in 1984, the ASTD Futures Task Force examined HRD trends through the 1990's; the results provide positive data about HRD's future. Details about the findings of each of these studies are provided in the next section.

The Opinion Research Corporation Study

The Opinion Research Corporation study found that sixty-nine percent of the top managers and seventy-three percent of the human resources managers expected the human resource function to expand in the next five years. Only one percent believed there would be any kind of decline. Managers saw the following areas as increasing in importance:

- Responding to governmental regulations and legislation.
- Attracting and maintaining top level managers.
- Dealing with cost/budget changes as related to inflationary changes.
- Responding to population change and influx and/or decrease of employee pool.
- Examining and developing quality of work life practices.
- Meeting the challenges of changing employee expectations, needs, and interests.

Training and development of managers was rated by those surveyed as the activity that could make the most significant contribution to the HRD field. Other significant activities were performance evaluation, career planning, improved communications with employees, and management succession planning. Those surveyed would like to see the following human resource functions advanced:

- management training and development
- productivity
- human resource planning and forecasting
- improved communications among employees
- performance evaluation and career planning

The same study asked managers to identify the characteristics necessary for HRD professionals to meet the challenges of tomorrow. Major characteristics included:

- being imaginative and creative
- being flexible and adaptive
- having good interpersonal skills
- taking the initiative

The East Texas State Study

Fulda (1984), at East Texas State University, studied the attitudes of top-level personnel administrators and other employees. Their attitudes toward the use of counseling services in business and industry were specifically examined via a questionnaire. The study also determined whether there was a preference for internal or external counseling programs in business and industry. The study, which was conducted in cooperation with the Dallas Personnel Association, surveyed a total of 105 companies. In addition, it targeted ten corporations to obtain data from employees in general concerning their attitudes toward various counseling services. The final sample included the 105 administrators and 103 corporate employees. Counseling services in the following nine areas were investigated: personal concerns, substance abuse, marriage and family, stress reduction, education, career development, transfers, outplacement, and retirement.

Table XXX
Rank Order of Counseling Services by Percentages of Positive Responses and Comparable Percentage Ratings of Other Employees

Counseling Service	Managers %	Rank	Other Employees %	Rank
Retirement	88.6	1	73.5	2
Stress Reduction	77.1	2	74.7	1
Career	77.1	3	72.5	3
Educational	73.3	4	67.7	4
Personal	59.1	5	64.0	5
Termination	58.1	6	44.1	7
Transfer	56.2	7	55.9	6
Substance Abuse	47.6	8	35.9	8
Marriage and Family	26.7	9	28.1	9

Note. From An Examination of the Attitudes of Personnel Administrators and Other Employees Toward the Use of Counseling Services in Business and Industry by H. Fulda, 1984, Unpublished Doctoral Research, East Texas State University, Commerce.

Table XXX summarizes findings about the importance of the nine counseling services as perceived by the personnel managers and company employees. Retirement, stress, career and educational counseling were rated as most important by both employees and managers. In all but one of the cases, over seventy percent of the managers and employees either agreed or strongly agreed that the above four services should be provided through their place of employment. These findings strongly support the need for counselors trained as human resource professionals to work in the business setting to provide these services.

Another major area of investigation was the preference of corporate managers and employees for internal or external corporate counseling services. Thirty-one percent of the managers agreed that internal counseling services should be offered. Thirty-two percent of the employees also agreed with this concept. A larger percentage of managers and employees agreed that external counseling services should be offered through their corporation. Over fifty-five percent of the managers and over fifty-two percent of the employees had a positive attitude toward external corporate counseling services.

The following conclusions were drawn from this study: a positive attitude exists among managers and employees toward the provision of counseling services (mainly retirement, stress reduction, career and education), and in most cases there is a preference for external counseling services contracted with the company.

ASTD's HRD Futures Task Force Conclusions

The HRD Futures Task Force, commissioned by ASTD in 1984, focused on general, long-term and short-term trends through the 1990's. Table XXXI provides a summary of these trends; in most cases the future looks promising for a larger role for HRD professionals in government and legislative policy. Technology, specialization, and certification are also viewed as important developments, as well as the increasing number of graduate HRD programs over the short term.

Additional trends include the growing importance of the quality of work/career life, and the greater organizational responsibility for employees' physical, emotional and psychological wellness. For the short term, the task force saw an increase in wellness programs of all types; for the long term, the education of management about general wellness issues and developments. These trends are encouraging as one looks to the expanding role of HRD in the corporate setting, yet

Table XXXI
HRD Futures Task Force Trends

Trends	Critical HRD Implications	
	Short-term	Long-term
HRD will play a larger role in the organization's strategic planning.	HRD professionals should increase their human resource planning skills. HRD professionals will interact with top management more often.	HRD professionals should increase their futuring skills.
HRD will become more specialized.	New career paths will emerge. Specialists will need increased career development resources.	The formation of sub-professions should be explored.
HRD will become more technologically sophisticated.	HRD professionals should increase their technological/computer skills.	Research on technology-oriented adult learning issues should increase.
HRD will become more pervasive in society.	HRD professionals should increase their networking and facilitating skills. They should become more sensitive and responsive to social concerns, ethnic groups and other cultures.	HRD groups should cooperate with other adult learning groups. They should educate society about HRD.
HRD will be expected to contribute directly to organization goals.	Training will become more effective, and transfer and maintenance of training will increase. HRD professionals will have to evaluate training and demonstrate its effectiveness to management.	More sophisticated cost/benefit analysis techniques should be developed, to demonstrate HRD's economic impact.
HRD will have established entry points into the profession and, possibly, certification requirements to remain in the profession.	The number of graduate HRD programs should increase.	The profession should agree on a body of knowledge, a thesaurus of technology and parameters of the discipline in order to provide consistency in academic and nonacademic curricula and certificate programs.
HRD will contend with increased government influence.	More lobbying and educational activities with state and federal legislators should take place. HRD professionals should become better educated about legislation.	HRD experts should help draft legislation.

Note. From "HRD Tomorrow," 1984, Training and Development Journal, 38(11), 58-65.

with the expanding role comes the responsibility to be prepared. Trained professionals will be necessary if HRD activities are to evolve and impact the future. The essential competencies and necessary training to meet these challenges are examined in the final section of this monograph.

Training in Human Resource Development

It is believed that good people, well-trained, keep a profession viable. Without training a profession is unable to develop its uniqueness or degree of specialization. At present HRD training is diversified, and professionals in the field have a wide range of training and education. Some HRD professionals have acquired their positions primarily as a promotion within the company hierarchy; often they have very little background in the behavioral sciences, a minimum of experience in working closely with people, and no supervised experience in the human resource field.

Training is thus considered a major issue in human resource development--what kind it is and where it comes from. The outcome of the training issue will determine whether HRD reaches its potential in the business marketplace. While the counselor already has a number of HRD competencies (career development, employee assistance, and training and development), more training is needed in business concepts, organizational structure, and corporate internship experiences. This section examines the competencies necessary for the trained HRD professional and describes a sample training program.

Human Resource Development Competencies

What is it that the counselor as a human resource development professional should know, be able to do, and demonstrate? No one has a complete answer or an exhaustive list. In Table XXXII some baseline competencies for the human resource development professional are provided. Because training methodology will in large part determine whether such competencies are attained, the selected method should be characterized by the following:

Table XXXII
Some Necessary HRD Competencies

DIAGNOSIS

Individual diagnostic skills
Corporate diagnostic skills

COUNSELING

Individual--with diversified groups at different corporate levels
Group--ability to work, direct, motivate

CONSULTATION

Process consultation skills to work within and outside the company
Content consultation skills

BUSINESS KNOWLEDGE

Understand long and short range goals
Understand organizational structure
Understand profit constructs

CAREER DEVELOPMENT

Individual assessment
Corporate assessment/data gathering/succession planning
Corporate and field trends

TRAINING AND DEVELOPMENT

Needs assessment skills
Program development and implementation skills (ASTD competencies)

EMPLOYEE ASSISTANCE

Diagnosis
Counseling skills
Evaluation skills
Specific skills--counseling for substance abuse, marriage and family concerns, and depression

KNOWLEDGE OF GOVERNMENT POLICIES

EEOC knowledge
Age Discrimination Act
Knowledge of related legislation

MARKETING KNOWLEDGE

Ability to focus on benefits of service
Ability to focus on product quality

EVALUATION SKILL

Ability to gather data
Ability to analyze data
Ability to report findings

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- Based on both theory and application
- Diversified, practical, and challenging in presentation, involving information lectures, case histories, and games/simulations
- Tied to business settings (internship/pre-internship)
- Conducted with business and educational professionals
- Oriented to the future (what can and should be done in HRD, not what has not worked)

Key Components in HRD Training Programs

Training programs are often started by using examples of those already in existence. In this field, however, there are only a few programs training counselors as human resource development professionals, especially at the doctoral level. It is hoped that the following example, taken largely from the East Texas State University program, will be helpful in understanding the key components in training counselors as HRD professionals.

The foundation. The following steps serve as the foundation for developing an HRD training emphasis.

1. Examine closely what HRD and T&D professionals do in business and industry. Studies like those by ASTD and Personnel Administrators are extremely helpful.
2. Develop an advisory board of corporate HRD professionals that represents various types and sizes of corporations. These practitioners provide input about course content, training methods and job possibilities.
3. Match competencies needed by HRD professionals to course content. In some cases, revisions of course content will need to be made. In other cases, new courses will be developed; e.g., "Counseling and Human Resource Development" and "Consultation and Implementation Strategies in Human Resource Development."
4. Establish an interdisciplinary emphasis, if possible, with education and business departments/colleges and include departments of marketing and management, educational media and technology, psychology, and health and recreation. Certain courses within each of these disciplines are recommended as part of the program.

5. Contact corporations to develop internship sites for advanced students. This is viewed as the most crucial part of any program.

Coursework. Doctoral programs usually consist of the following: (1) approximately fourteen courses (minimum) in a major area, plus the dissertation and seminar in professional development; (2) a ten-course minimum in a minor area; and (3) six courses usually in foundation areas.

Example core courses in the HRD major area include:

Counseling and Human Resource Development
Consultation and Implementation Strategies in Human Resource Development
Appraisal
Organization and Administration
Internship I
Internship II (in business or related setting)
Doctoral Research Seminar
Ethics and Professional Development
Dissertation (9 hours)

(Plus additional graduate courses demonstrating the knowledge and coursework in the major foundation area.) Examples of other courses in business are organizational behavior, executive development, personnel methods, and small business consultation.

Internship. A minimum of one semester of business internship is recommended. Supervision should be provided by one or more faculty members who have experience or training in HRD and by a practitioner in the field. Students without business experience should be encouraged to complete two semesters of internship in the corporate setting. A large number of corporations, banks, and businesses provide internships. Specialty internship areas may include training and development, career development, counseling in EAPs, and compensation.

Counselor education programs can train professionals for human resource development positions in business and industry. To be successful, these programs need to establish a close relationship with the college of business and with practitioners in business and industry. Training programs will then graduate quality professionals who will significantly contribute to the business community and to the future of HRD. Counselor education programs have much to gain and much to offer by incorporating systematic training of professionals for HRD positions.

Conclusion

Positive trends in HRD and quality training programs prevail. The counselor, as a trained human resource development professional, can prevent negative worker and corporate consequences resulting from the negligence of human needs. Trained professionals can assess organizational climate and implement programs in the following areas: career development, employee assistance, and training and development. With the advent of such programs, the quality of life for people will be enhanced. It is this thought which motivates the human resource development professional. The authors of this monograph challenge professionals and corporations to evolve so that the quality of worker life becomes evidence that human resources are valued and cherished as a highest priority, and that they are cared for in a manner which creates individual and corporate integrity.

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